

Outcome I: Perceiving and Responding - Aesthetic Education

Demonstrate ability to perceive, interpret, and respond to ideas, experiences and environment.

Outcome II: Historical, Cultural, and Social Context

Demonstrate understanding of visual art as a basic aspect of history and human experience.

Outcome III: Creative Expression and Production

Demonstrate ability to organize knowledge and ideas for expression in production of art.

Outcome IV: Aesthetics and Criticism

Demonstrate ability to identify, analyze, and apply criteria for making visual aesthetic judgments.



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Maryland Essential Learner Outcomes for the Fine Arts: Summary Document



*Visual Arts:
Middle School*



Arts Education in Maryland Schools Alliance

The Maryland Essential Learner Outcomes for the Fine Arts (ELOs) describe what students should know and be able to do in the fine arts. The four outcomes and their respective expectations and indicators represent a broad guideline for K-12 fine arts education in Maryland. Each outcome embraces a different category of content and should be applied across all grade levels when developing comprehensive fine arts education programs.

The ELOs address the disciplines of dance, music, theatre, and visual arts. This publication includes outcomes, expectations, and indicators of learning for students in visual arts at the middle school level. The outcomes, expectations, and indicators delineate what students should know and be able to do at the end of grade eight.

The Maryland State Board of Education approved the ELOs as standards for arts education programs in 1997. All school systems across the State are aligning arts curricular programs with the ELOs to ensure that all students are able to meet or exceed State standards in the arts. The ELOs form the basis for programs in the arts content areas and for programs that integrate arts experiences across non-arts subject areas.

Copies of the Essential Learner Outcomes are available at all public schools and school system central offices statewide.

OUTCOME I: PERCEIVING AND RESPONDING – AESTHETIC EDUCATION

Expectation A: Identify, describe verbally, and produce visual representations of the physical qualities of observed form

Indicators of Learning

1. *Creative Expression:* To perceive and record visual form, draw a convincing likeness, showing spatial relationships, detail and specific features of subject matter
2. *Critical Response:* Examine selected artworks to describe and analyze how artists represent spatial relationships, detail, and specific features of subject matter

Expectation B: Interpret the meaning of artworks

Indicators of Learning

1. *Creative Expression:* Working from observation, memory and experience, create artworks showing setting, characters, and action, using point of view, sequence, and choice of narrative format
2. *Critical Response:* Describe and analyze how artists show setting, characters, action, point of view and sequence and use different narrative formats in works of art

Expectation C: Compare the use of elements of art and principles of design in selected works of art and demonstrate their application by executing expressive compositions

Indicators of Learning

1. *Creative Expression:* Choose ways to enhance or heighten expression by using specific elements of art and principles of organization
2. *Critical Response:* Use art vocabulary to describe how design concepts and organization help enhance or heighten thoughts and feelings

OUTCOME II: HISTORICAL, CULTURAL, AND SOCIAL CONTEXT

Expectation A: Describe how art expresses ideas, events, and universal themes by comparing artworks from various cultures

Indicators of Learning

1. *Critical Response:* By studying selected artworks, describe and analyze how cultural groups use art to express ideas, events, and universal themes
2. *Creative Expression:* Inspired by selected artworks from different times and places, create images and forms that explore universal themes in human experience

Expectation B: Determine how specific societies are reflected in and are affected by works of art by studying artworks and other sources of information

Indicators of Learning

1. *Critical Response:* By studying selected artworks, use description and analysis to identify probable reasons why the art was made, the ways it might have been used, connections to the culture from which it came, and what can be learned from it today
2. *Creative Expression:* Inspired by creative ways people from different times and cultures have made art part of their daily lives, rituals, and celebrations, create a personal work that fulfills a special need

Expectation C: Classify artworks by selected factors, including subject, style, content and technique

Indicators of Learning

1. *Critical Response:* Compare similarities and differences in style and technique among schools of art and periods in art history, using information from a variety of sources
2. *Creative Expression:* Inspired by the unique styles and forms of different artists, create expressive works of art based on the same subject or theme

Expectation D: Explain connections among the arts, humanities, and sciences by distinguishing commonalities and differences in their content and processes

Indicators of Learning

1. *Critical Response:* Compare problem-solving strategies related to content and processes in the arts to those in other disciplines
2. *Creative Expression:* Inspired by commonalities and differences between artistic behaviors and those of other disciplines, apply the skill and knowledge from other disciplines to solving problems in creating art

OUTCOME III: CREATIVE EXPRESSION AND PRODUCTION

Expectation A: Apply appropriate tools, materials, processes, and techniques to solve specific art problems

Indicators of Learning

1. *Creative Expression:* Experiment with media, processes, and techniques, combining them with representational skills to communicate ideas and personal meaning
2. *Critical Response:* Discuss an artwork, identifying how the use of media, processes and techniques helps communicate ideas and feelings

Expectation B: Create visual images from observation and imagination that reflect ideas about various subject matter

Indicators of Learning

1. *Creative Expression:* Draw upon individual experiences as the basis for personally meaningful images developed through a process that includes:
 - using one or more strategies to generate ideas for personal work
 - solving intermediate representational problems by doing research, using visual resources and/or using artist exemplars as a model, and practicing different strategies
 - crafting a quality product demonstrating care, thought and skill in making
2. *Critical Response:* Describe the source(s) drawn upon, the way ideas were generated, how representational problems were solved, the visual references and/or information used, and how the work changed from beginning to completion

Expectation C: Apply and analyze the use of design in solving specific art problems

Indicators of Learning

1. *Creative Expression:* Use design to solve a problem based on observations and perceptions of life experiences
2. *Critical Response:* Describe and analyze how artists use design to solve a given problem

OUTCOME IV: AESTHETICS AND CRITICISM

Expectation A: Construct and apply diverse criteria for making visual judgments

Indicators of Learning

1. *Critical Response:* By examining a variety of art forms and materials, periods, and/or cultures, construct and apply differing criteria to personal artwork and that of others
2. *Creative Expression:* Based on a personal theme and context, create a work of art, applying criteria selected from the study of diverse works of art

Expectation B: Determine the functions and aesthetic qualities of art from various sources

Indicators of Learning

1. *Critical Response:* Using a variety of sources, apply a selected set of criteria to a real or virtual collection and/or museum/gallery exhibition
2. *Creative Expression:* Using a variety of resources to discover how artworks from different cultures and periods explore a similar theme or event, create a related artwork, constructing personal criteria drawn from the examples studied

Expectation C: Formulate, apply, and communicate criteria for making aesthetic judgments about personally created artworks and the works of others

Indicators of Learning

1. *Critical Response:* Arrange an exhibit of artwork that demonstrates criteria centered on an artist, a theme, a class project or social cause, using diverse resources to inform the process
2. *Creative Expression:* Having studied the criteria used to find value in a diverse set of artworks, create a piece of art that exemplifies personal critical choices and place it in an exhibit with commentary concerning criteria and derivation