



The Juried Exhibition of Student Art and Ohio's 2024 Learning Standards for Fine Arts

The Juried Exhibition of Student Art (JESA) has been an important component of the International Violin Competition of Indianapolis since 1986. JESA is a unique opportunity for students to not only express themselves by producing individual works of art, but to also relate to the past world and the broader community in which they live today.

The 2014 revision of the National Core Arts Standards identifies the following four artistic processes:

Creating

Performing (Presenting/Producing)

Responding

Connecting

Ohio's 2024 Visual Arts Standards revision directly aligns with this conceptual framework. Students participating in JESA have a unique culturally expansive opportunity to experience art and violin compositions from various historical and societal eras. They can consider how they may individually relate to the music through their own contemporary life experiences, applying the standards in their personal creations.

Instructors of students preparing works for participation in JESA will find ample opportunities for direct application of various expectations in the standards, realizing their students can explore and apply unique new avenues of personal experience and expression as they broaden and express their personal understandings and awareness of themselves and the world at large.

JESA Alignment with the 2024 Ohio Visual Arts Standards

Grade 1

- 1.3CR Experiment with various elements of art to communicate meaning.
- 1.3PE Convey ideas and emotions using the elements of art.
- 1.1RE Describe the meaning of symbols and images in works of art.
- 1.3CO Communicate personal emotions and read emotional content in works of art.

Grade 2

- 2.1CR Generate artmaking ideas from multiple sources.
- 2.3PE Produce works that intentionally incorporate the elements of art.
- 2.1CO Recognize and discuss the different ways in which art communicates ideas and serves many purposes.

Grade 3

- 3.2PE Demonstrate expressive and purposeful use of materials and tools.
- 3.1CO Understand that the context impacts the creation, interpretation and perception of an artwork.

Grade 4

- 4.2CR Select materials and processes to solve artistic problems
- 4.2PE Select and vary materials, tools, and processes to achieve innovative outcomes.
- 4.2CO Explore universal themes expressed across arts disciplines.

Grade 5

- 5.2CR Investigate ideas and inform artmaking through available resources.
- 5.3PE Communicate an interdisciplinary concept using the elements of art and principles of design.
- 5.3RE Evaluate the relationship between works of art and human experiences.
- 5.3CO Evoke emotional responses for a desired outcome through works of art.

Grade 6

- 6.1CR Reference multiple sources for visual expression.
- 6.4PE Select artwork for exhibition based on established criteria.
- 6.2RE Identify self-assessment criteria to inform goals within the artmaking process.
- 6.3CO Link observations, life experiences, and imagination for personal and creative expression.

Grade 7

- 7.2CR Investigate organizational strategies to develop original ideas.
- 7.4PE Provide and receive feedback as part of exhibition practices.
- 7.3RE Interpret art by analyzing the characteristics of its context and media.
- 7.3CO Explore how personal experiences influence style and choice of subject matter.

Grade 8

- 8.2CR Brainstorm, refine, and select solutions for original works of art.
- 8.3PE Make aesthetic decisions using the elements of art and principles of design.
- 8.3RE Distinguish visual characteristics related to the meaning of works of art.
- 8.4CO Identify aesthetic choices within works of art.

HS Proficient

- HSP.2CR Explore multiple solutions to artistic problems.
- HSP.2PE Demonstrate increasing skill with materials and techniques.
- HSP.2RE Engage with self-assessment to set and monitor goals to document personal growth.
- HSP.1CO Understand how works of art reflect diverse communities, viewpoints, and perspectives.

HS Intermediate

- HSI.2CR Select the appropriate creative processes for potential solutions to artistic problems.
- HSI.2PE Apply and defend the selection of materials and techniques.
- HSI.2RE Apply self-assessment and goal-setting practices to revise artworks and document personal growth.
- HSI.4RE Explain the relationship between cultures, communities, and artists.
- HSI.2CO Connect universal themes in the visual arts to personal life experiences.
- HSI.3CO Investigate emotional experiences through personal and collaborative artistic processes.

HS Accomplished

- HSAC.2CR Develop aesthetic and stylistic solutions to artistic problems through preparatory work.
- HSAC.3PE Use selected elements of art and principles of design to inform personal style.
- HSAC.2RE Refine self-assessment and goal-setting strategies to understand progress and prioritize steps for improvement.
- HSAC.1CO Articulate evidence of how works of art impact communities

HS Advanced

- HSAD.3CR Synthesize visual literacy strategies to fluently communicate meaning.
- HSAD.2PE Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.
- HSAD.2RE Provide evidence of self-assessment and goalsetting throughout the production of artworks.
- HSAD.3CO Predict potential impact and responses to works of art based on contextual considerations.