

I=Introduced R=Rehearsed M=Mastered A=Applied

ILLINOIS STATE ASSESSMENTS	I Can Statements	P r e	K	1	2	3	4	5
25A Students who meet the standard understand the sensory elements, organizational principles, and expressive qualities of the arts.								
25.A.1 Recognize various types of lines in given art works (e.g., thick/thin, long/short, straight/curved).	I can find different types of lines in different art works such as thick, thin, long, short, straight and curved lines.			I	R	M	A	
25A.A.2 Discover shapes in a given art work (e.g., circle, square, triangle).	I can find shapes in different art work such as circles, squares, and triangles.			I	R	M	A	
25A.A.3 Recognize open shapes and closed space.	I can see the difference between open shapes and closed shapes.			I	R	M	A	
25A.A.4 Rocognize the correct order of the spectrum (e.g., create a rainbow using colors in the correct order).	I can arrange the colors of the spectrum in the correct order.			I	R	M	A	
25A.A.5 Distinguish between rough and smooth textures	I can tell the difference between rough and smooth textures.			I	R	M	A	
25A.A.6 Identify simple patterns (e.g. AB, AA, BB, ABA).	I can identify different patterns such as an AB pattern.			I	R	M	A	
25A.A.7 Recognize direction in an art work (e.g., up and down, back and forth, across).	I can find direction in an artwork such as up and down, back and forth, and across.			I	R	M	A	
25A.A.8 Name the mood or emotion shown in an art work (e.g., happy, sad).	I can name the mood or emotion shown in an art work such as happy or sad.			I	R	M	A	
25A.B.1 Describe a variety of lines (e.g., create a drawing using spiral, jagged, zigzag, wavy).	I can create different types of lines such as spiral, jagged, zigzag, and wavy lines.			I	R	M	A	
25A.B.2 Distinguish between organic (free-form, natural) and inorganic (geometric) forms/shapes.	I can tell the difference between free-form and geometric shapes and forms.			I	R	M	A	
25A.B.3 Identify primary, secondary, and analogous colors in an art work.	I can use and know the difference between Primary, secondary, and analogous colors in art work.			I	R	M	A	
25A.B.4 Identify a variety of textures from organic and person-made objects (e.g., use the technique of rubbing).	I can tell the difference between the textures of organic and person-made objects.			I	R	M	A	
25A.B.5 Show size progression (e.g., organize small, medium, large).	I can show objects in order of size from small, to medium, to large.			I	R	M	A	
25A.B.6 Identify in an art work elements (e.g., jagged lines, curved shapes, bright colors) that convey emotions (e.g., scary, mad).	I can identify elements of art in different art work.			I	R	M	A	
25A.B.7 Tell the story an art work shows.	I can tell a story about art work.			I	R	M	A	

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25A.C.1 Distinguish between continuous and broken lines in a given art work (e.g., Jackson Pollack).	I can tell the difference between continuous and broken lines in an art work.					I R	M A	
25A.C.2 Describe line direction (e.g., horizontal, vertical, diagonal).	I can tell the difference between the direction of line such as horizontal, vertical, and diagonal.					I R	M A	
25A.C.3 Give examples of organic (free-form, natural) and person-made shapes in the visual environment.	I can give an example of organic and person-made shapes in my world.					I	R	M
25A.C.4 Select examples of neutral colors found in nature (e.g., clouds, tree bark, rocks).	I can choose neutral colors found in nature.					I	R	M
25A.C.5 Recognize the difference between warm and cool colors.	I can tell the difference between warm and coll colors.					I R	M A	
25A.C.6 Match given texture to surfaces and objects.	I can match a texture to surfaces and objects.					I	R	M
25A.C.7 Distinguish among foreground, middle ground, and background.	I can tell the difference between foreground, middle ground, and background.					I R	M A	
25A.C.8 Identify the horizon line in a given art work.	I can tell where the horizon line is located in a work of art.					I R	M A	
25A.C.9 Describe symmetrical and asymmetrical balance.	I can tell the difference between symmetrical and asymmetrical design.					I R	M	A
25A.C.10 Recognize the mood or emotion in two or more art works with the same subject (e.g., dragons, cats, weather, ocean).	I can tell the difference between the mood and emotions shown in different art work of the same subject.					I	R	M
25A.C.11 Classify a group of art works according to subject (e.g., portrait, landscape, still life.	I can tell the difference between different types of artwork such as portrait, landscape, and still life.					I R	M	A
25A.D.1 Describe the use of line in gesture drawing.	I can tell how line is used in a gesture drawing.						I R	M
25A.D.2 Identify the positive and negative space in an art work.	I can tell the difference between positive and negative space in art work.						I	R
25A.D.3 Distinguish between 2-D and 3-D art works.	I can tell the difference between 2-D and 3-D art work.						I R	M R
25A.D.4 Explain the importance of the light source in creating light and shadow.	I can explain the importance of the light source in creating light and shadow.						I R	M
25A.D.5 Construct a color wheel in a given media (e.g., cut or torn paper, paint, oil pastels).	I can created a color wheel in different media.						I R	M
25A.D.6 Recognize rhythm created through the repetition of sensory elements (e.g., the squares of Mondrian).	I can understand how repeating elements in art work creates rhythm.						I	R

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25A.D.7 Recognize the relationship of parts to the whole in an art work.	I can see that the parts of a work of art are important to the whole art work.						I	R
25A.D.8 Demonstrate the use of radial balance in a 2-D art work.	I can create radial balance in a 2-D work of art.						I	R
25A.D.9 Identify symbols from everyday life in given art work.	I can see symbols from everyday life in artwork.						I R	M
25A.D.10 Compare mood in several portraits of famous people.	I can compare the mood shown in portraits of famous people.						I	R
25A.D.11 Illustrate an original story (e.g., Young Authors).	I can illustrate an original story.						I	R
25A.E.1 Distinguish between figure and ground in a still life composition.	I can tell the difference between figure and ground in a still life work of art.							I R
25A.E.2 Differentiate between positive and negative spaces in a sculpture.	I can tell the difference between positive and negative spaces in a sculpture.							I R
25A.E.3 Describe value and line and how they transform shapes to 3-D forms.	I can tell how value and line transform shapes to 3-D forms.							I
25A.E.4 Distinguish the light and dark values of a color using a monochromatic scale.	I can tell the difference between light and dark values of the same color.							I R
25A.E.5 Recognize a repeated element that creates a random rhythm (e.g., crazy quilt).	I can tell when a repeated element creates a random rhythm or pattern.							I
25A.E.6 Recognize variation in size and proportion to express an idea (e.g., Giacometti's, Botero's, and Tatlin's sculptures).	I can tell how variation in size and proportion can be used to express an idea.							I R
25A.E.7 Identify universal symbols from every day life.	I can identify universal symbols from everyday life.							I R
25A.E.8 Describe the moods depicted in a variety of art works with the same subjects (e.g., landscapes, still life).	I can tell about the moods shown in a variety of art works of the same subjects.							I R
25B Students who meet the standard understand the similarities, distinctions, and connections in and among the arts.								
25B.A.1 Name one way each art form is different from the others (e.g., music and drama use voice; dance and visual arts do not).	I can name ways in which each art form is different from another.			I R	M	A		
25B.A.2 Describe the theme, idea, feeling, or story within an art work (e.g., mood in "Starry Night", Peer Gynt Suite).	I can describe the theme, idea, feeling, or story within a work of art.			I R	M	A		
25B.B.1 Identify sensory elements, organizational principles, and expressive qualities used in more than one art form.	I can identify elements and principles, as well as expressive qualities used in works of art.				I R	M	A	

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25B.B.2 Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form.	I can compare the elements, principles, as well as expressive qualities in two different works of art.				I	R	M	A	
25B.B.3 Investigate story, feelings, or expressive ideas shared in the work of two different art forms.	I can study the story, feelings, or expressive ideas shared in two works of art.				I	R	M	A	
25B.C.1 Compare sensory elements, organizational principles,, and expressive qualities shared among several art forms that express a similar idea (e.g., beginning, middle, and end in music, dance, and drama.	I can compare elements, principles, as well as expressive qualities in works of art with similar ideas.					I	R	M	
25B.C.2 Compare the use of sound, movement, action, or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary.	I can compare visual images to express similar ideas.					I	R	M	
25B.D.1 Use the vocabulary of elements, principles, and tools when describing a work of art.	I can use words that describe element, principles, and tools to describe a work of art.						I	R	M
25B.D.2 Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools.	I can plan and create a work a work of art that expresses ideas, mood and uses elements, principle, and tools.						I	R	M
25B.E.1 Explain how elements, principles, and tools are combined to express an idea in a work of art.	I can explain how elements, principles, and tools are combined to express an idea in a work of art.							I	R
25B.E.2 Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist.								I	R
26A Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.									
26A.A.1 Name simple materials used to paint, draw and construct.	I can name simple materials used to paint, draw, and construct.			I	M				
26A.A.2 Select the correct tools necessary to create a 2-D or 3-D work.	I can select the correct tools needed to create 2-D and 3-D art work.			I	M				
26A.A.3 26A.B.3 Use appropriate tools (e.g., brushes, scissors, clay modeling tools) correctly with simple materials when creating an art work.	I can use the appropriate tools correctly to create art work.			I	R	M	A		
26A.A.4 26A.B.4 26A.D.4 Demonstrate the safe use of materials and tools.	I can use materials and tools safely when creating art work.			I	R	M	A		

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26A.B.1 List the aterials and tools used to paint, draw, and construct.	I can list the materials and needed to paint, draw, and construct.				I	R	M	A
26A.B.2 Distinguish between materials and tools used in 2-D and 3-D works.	I can tell the difference between materials and tools used in 2-D and 3-D works.				I	R	M	A
26A.C.1 Match the material, tools, and processes used in painting, drawing and constructing.	I can match the materials, tools, and processes used in painting drawing and constructing.					I	M	
26A.C.2 Compare the use of 2-D and 3-D tools and materials in creating art works.	I can compare the use of 2-D and 3-D tools and materials in creating art works.					I	R	M
26A.C.3 Explain hoow to use and care for art making tools and media when creating 2-D or 3-D work.	I can explain how to use and care for art making tools and media when creating 2-D and 3D work.				x			
26A.C.5 Identify photos, paintings, weavings, prints, ceramics, and sculpture.	I can identify photos, paintings, weavings, prints, ceramics, and sculpture.					I	R	M
26A.D.1 Choose the correct tools to aply specific media to a given surface (e.g., Tools: brushes, pencils, scissors; Media: marers, tempera, watercolors, slay/plasticene; Surfaces; paper, canvas board).	I can choose the correct tools to make art work.						I	M
26A.D.2 Match the processes used with simple tools (e.g., applying paint, modeling clay).	I can match the processes with simple tools for making art.						I	M
26A.D.3 Describe and emonstrate how two materials (e.g., crayonand chalk) are used to achieve different effects depicting a similar idea.	I can describe how two materials are used to achieve different effects showing a similar idea.						I	R
26A.D.4 Select a specific art mateials to communicate a given idea (e.g., penline to create hair).	I can select a specific art material to show an idea.						I	M
26A.D.5 Differentiate among photographs, paintings, weavings prints, ceramics, and sculpture.	I can tell the difference between photographs, paintings, weavings, prints, ceramics, and sculpture.						I	M
26A.D.6 Demonstrate fundamental processes in a variety of visual art forms (e.g., painting, weaving).	I can show the basic processes for creating a variety of art forms.						I	M
26A.E.1 Select and use appropriate tools and materials to create in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam).	I can select and use the right tools and materials to create 2-D and 3-D art work.							I
26A.E.2 Explain the processes used with specific tools(e.g., clay sculpture: coil, slab; chalk: smudge, rubbing).	I can explain the processes used with specific tools.							I

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26A.E.3 Recognize the different characteristics of similar materials (e.g., watercolor/tempera; plasticene clay/fire clay; crayon/chalk).								I R
26A.E.4 Describe and/or demonstrate how the same idea is executed in 2-D and 3-D media.	I can describe or show how the same ideas is done in both 2-D and 3-D media.							I
26A.E.5 Describe or demonstrate tools and processes of printmaking (e.g., block, mono, stamp, vegetable printing).	I can describe or show how to use tools and processes for printmaking.							I
26A.E.6 Describe or demonstrate the process of weaving (e.g., paper weaving, cardboard, loom).	I can describe or show how to use tools and processes for weaving.							I
26A.E.7 Describe or demonstrate the process of photography (e.g., camera, darkroom, paper prints).	I can describe or show how to use tools and processes for photography.							I
26A.E.8 Describe or demonstrate various processes that can be used to create sculpture (e.g., clay, paper mache, found objects).	I can describe or show how to use tools and processes for creating sculpture.							I
26B – Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.								
26B.A.1 Manipulate a variety of materials to create 2-D or 3-D work.	I can make 2D and 3D art work.			I	R	M	A	
26B.A.2 Demonstrate eye/hand coordination whe using tools and materials to create an art work.	I can use a variety of tools and materials to create an art work.			I	R	M	A	
26B.A.3 Demonstrate the use of originality/imagination when creating an art work.	I can use my imagination to create my art work.			I	R M	A		
26B.A.4 Construct a sculpture that expresses an idea about people.	I can build a sculpture that is about a person.			I	R	M	A	
26B.B.1 Purposefully manipulate w-D and 3-D materials to create an art work that expresses an idea.	I can make 2D and 3D art work that expresses my ideas.			I R	M	A		
26B.B.2 Create 2-D and 3-D works that show the use of imagination and express personal ideas.	I can make 2D and 3D art work that expresses my imagination and ideas.				I R M	A		
26B.B.3 Create sculpture using additive processes (e.g., clay, paper, found objects).	I can make a make a sculpture by attaching things together.			I	R	M	A	
26B.C.1 Select and skillfully use a variety of materials, mixed media, and tools to create a composition containing subject matter (e.g., figures, landscape, still life).	I can use a variety of materials and tools to create landscapes, still lifes, or figures					I R	M A	

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26B.C.2 Create a composition expressing a personal idea from observation, research, or imagination.	I can make an art work using my personal ideas from observation, research, or my imagination.					I R	M	A
26B.C.3 Demonstrate additive and subtractive processes when creating 3-D objects in a variety of materials.	I can make a 3D art work by adding and subtracting a variety of materials.					I R	M	A
26B.C.4 Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement).	I can create the illusion of depth in a 2D art work.					I R	M	A
26B.C.5 Construct a plan for a work of art using research.	I can make a plan for an art work using research.					I	R	M A
26B.D.1 Visually express a verbal or written idea (e.g., illustrate an original story).	I can express verbal or written ideas in art work.						I R	M A
26B.D.2 Use a sketchbook to record ideas and desigs.							I R M	A
26B.D.3 Draw from natural objects (e.g., figure, animal, fish) using a monochromatic color scheme.	I can use a single color to draw natural objects.						I R M	A
26B.D.4 Design a pattern of geometric shapes and render it in a 3-D object.	I can make a pattern of geometric shapes and shade them to look 3D.						I	R M A
26B.D.5 Draw manufactured or natural objects from direct observation.	I can draw manufactured or natural objects from looking at them.						I R	M A
26B.D.6 Create the illusion of depth in a 2-dD art work (e.g., overlap, size change, placement).	I can create the illusion of depth in a 2D art work.						I R	M A
26B.D.7 Construct a plan for a work of art using research.	I can make a plan for a work of art using research.						I	R M A
26B.E.1 Create a cartoon strip with a sequence of actions.	I can make a cartoon strip with a sequence of actions.							I R M A

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26B.E.2 Draw a still life composed of objects based on mechanical forms (e.g., balls, boxes, blocks, cups) demonstrating overlap and placement.	I can draw a still life of 3D forms using overlap and placement.							I R M A
26B.E.3 Sketch and build a sculpture from a 2-D drawing.	I can sketch and build a sculpture from a 2D drawing.							I R M A
26B.E.4 Design an architectural structure from imagination.	I can design an architectural structure from my imagination.							I R M A
26B.E.5 Draw a building from observation using geometric shapes and forms.	I can draw a building from observation, using geometric shapes and forms.							I R M A
26B.E.6 Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement, color change, detail).	I can create the illusion of depth in a 2D art work.							I R M A
26B.E.7 Construct a plan for a work of art using research.	I can make a plan for a work of art using research.							I R M A
27A Students who meet the standard can analyze how the arts function in history, society and everyday life.								
27A.A.1 Listen attentively to and observe performances and art works.	I can observe artworks.			I R	M	A		
27A.A.2 Name one occupation associated with each art form (.g., actor, painter, dancer, musician).	I can name art careers associated with art forms.			I	R	M	A	
27A.A.3. Name the four fine arts.	I can identify visual arts, musical arts, dance arts, and dramatic arts.			I	R	M	A	

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27A.A.4 Identify ways arts are used in celebrations.	I can identify how arts are used in celebrations.			I	R	M	A	
27A.A.5 Interpret movements, sounds, and visual images in art works made by self and others.	I can explain the meaning of art works made by myself and others.			I R	M	A		
27A.A.6 Tell about a personal experience in the arts.	I can tell about a personal experience with the arts.			I	R M	A		
27A.B.1 27A.C.1 Identify and demonstrate the qualities of good audience behaviors.	I can demonstrate good audience behaviors.				I	R M	A	
27A.B.2 27A.C.2 Share comments in a positive manner about a performance and/or an art work.	I can share comments about an art work in a positive way				I R	M A		
27A.B.3 Name a variety of occupations (e.g., director, actor, compser, painter, sculptor, dancer, choreographer) associated with different art forms.	I can name a variety of careers for different arts.					I	R	M A
27A.B.4 Give examples of how the arts are used in celebrations.	I can give examples of how the arts are used in celebrations.				I	R	M	A
27A.B.5 Describe how the arts tell us things in different ways (e.g., dance/movement, music, visual image, story).	I can describe how the arts tell us things in different ways.				I	R	M	A
27A.B.6 Give examples of personal experiences in the arts outside of school.	I can give examples of my experiences in the arts outside of school.				I	R	M A	
27A.C.3 Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama).	I can match different art careers with their art form.					I	R	M A
27A.C.4 Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances).	I can compare different ways the arts are used in celebrations.					I	R M	A
27A.C.5 List the things that artists make or do whe they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings).	I can list the different things that artists make or do in the different arts.					I	R	M A
27A.C.6 Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, social dances, choirs, lessons).	I can list different ways the arts are used for personal time.					I R	M	A
27A.C.7 Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect).	I can describe different arts careers.					I	R	M A
27A.D.1 27A.E.1 Evaluate audience behaviors of self and others.	I can evaluate audience behavior.						I R	M A

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27A.D.2 React to performances/ art works in a respectful, constructive, and supportive manner.	I can react to performances/art works in a respectful, constructive, and supportive manner.						I R	M A
27A.D.3 Describe the roles of artists in society (e.g., historian, critic, entertainer, inventor).	I can describe the roles of artists in society						I	R M A
27A.D.4 Describe a variety of places where the arts are produced, performed, or displayed.	I can describe a variety of places where the arts are produced, performed, or displayed.						I R	M A
27A.D.5 Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., architecture, landscape design, political cartoons, fashion design, background music, television).	I can explain ways the arts play a part in everyday life.						I R	M A
27A.D.6 Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).	I can explain how the arts are used in commercial applications.						I	R M A
27A.D.7 Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, sound engineer).	I can name a variety of careers for different arts.						I R	M A
27A.E.2 Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage).	I can explain how works of art relate to the environment where they are performed or displayed.						I R	M A
27A.E.3 Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and way the audience responds.	I can describe how the site influences who the audience is and the way they respond.						I R	M A
27A.E.4 Explain ways dance, drama, music and visual art play a part in everyday life (eg., education, architecture, landscape design, political cartoons, fashion design, background music, television).	I can explain ways the arts play a part in everyday life.							I R M A
27A.E.5 Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).	I can analyze how the arts are used in commercial applications.							I R M A

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27A.E.6 Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors).	I can categorize types of artists with their art.							I R M A
27B Students who meet the standard understand how the arts shape and reflect history, society and everyday life.								
27B.A.1 Connect images and sounds from a work of art to stories about people and everyday life.	I can connect images from a work of art to stories about people and everyday life.			I	R	M	A	
27B.B.1 Identify the images, objects, sounds and movements from a work of art and describe what they tell about people, time, places, and everyday life.	I can identify images and objects from a work of art and explain what they tell about people and places in everyday life.				I	R	M	A
27B.C.1 Identify cultural characteristics of a work of art.	I can identify cultural characteristics of a work of art.					I	R	M A
27B.C.2 Describe how the arts inform viewers about people and events from history.	I can describe how the arts tell about people and events from history.					I	R	M A
27B.C.3 Name significant artists in dance, drama, music or visual art.	I can name significant visual artists.					I	R	M A
27B.D.1 Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons).	I can investigate the ways people use the arts to celebrate similar events.						I	R
27B.D.2 List significant contributions made by artists in several art forms.	I can list significant contributions made by artists.						I	R M A
27B.E.1 Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times or places.	I can describe how the same idea is expressed in different works of art from different cultures, times, or places.							I R M A
27B.E.2 Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles).	I can compare the ways that different cultures, times or places use materials to make works of art.							I R M A
27B.E.3 List artists who have made significant contributions and describe their ideas.	I can list artists who have made significant contributions and describe their ideas.							I R M A