

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: VISUAL ARTS**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts. Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.1.1— Compare and contrast key differences and similarities in art works from different time periods or cultures.
- K.VA.1.1.2— Identify the purpose or function of a work of art that was created in the past.
- K.VA.1.1.3— Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

Goal 1.2: Discuss the interconnections between the visual arts and societies. Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.2.1— Name ways in which a work of visual art reflects the culture from which it came.
- K.VA.1.2.2— Identify ideas and emotions that are expressed through visual arts and other disciplines.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully. Students use problem-solving techniques to respond to, create, and refine visual art forms.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.2.1.1— Identify and respond to characteristics and content of various visual art forms.
- K.VA.2.1.2— Examine the visual arts as a form of communication.
- K.VA.2.1.3— Use arts vocabulary to discuss specific works of art.

~~K.VA.2.1.4—Identify the elements (line, shape, color) in art works and environments.~~

~~**Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.**~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

~~K.VA.2.2.1—Discuss the importance of visual art in one's own life.~~

~~K.VA.2.2.2—Discuss how art works can elicit different responses.~~

~~K.VA.2.2.3—Express personal preferences for specific works and styles.~~

~~K.VA.2.2.4—Identify and demonstrate appropriate behavior when attending and/or participating in arts events.~~

~~K.VA.2.2.5—Show respect for personal work and works of others.~~

~~K.VA.2.2.6—Dictate or write an artist's statement (tell what the work is about).~~

~~**Standard 3: Performance**~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades K–3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.~~

~~**Goal 3.1: Demonstrate skills essential to the visual arts. Objective(s): By**~~

~~**the end of Grade 3, the student will be able to:**~~

~~K.VA.3.1.1—Acquire and use skills necessary for applying arts techniques, media, and processes.~~

~~K.VA.3.1.2—Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~

~~K.VA.3.1.3—Apply the elements of color, shape, and line in artwork. K.VA.3.1.4~~

~~————— Demonstrate skills of observation in the production of artwork.~~

~~**Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.**~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

~~K.VA.3.2.1—Name and use different art materials to express an idea. K.VA.3.2.2~~

~~————— Apply artistic concepts, knowledge, and skills to original artwork.~~

~~K.VA.3.2.3—Replicate or imitate an existing work, respecting the intent of its original creator.~~

~~**Goal 3.3: Communicate through the visual arts with creative expression. Objective(s): By**~~

~~**the end of Grade 3, the student will be able to:**~~

~~K.VA.3.3.1—Experiment with different materials, techniques, and processes in the visual arts.~~

~~K.VA.3.3.2—Create artwork about self, family, and personal experiences.~~

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: VISUAL ARTS**

~~Students are expected to know content and apply skills from previous grades. **Standard**~~

~~**1: Historical and Cultural Contexts**~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history.~~

~~**Goal 1.1: Discuss the historical and cultural contexts of the visual arts. Objective(s): By**~~

~~**the end of Grade 5, the student will be able to:**~~

- ~~4-5.VA.1.1.1— Compare and contrast specific works of art from different time periods or cultures.~~
- ~~4-5.VA.1.1.2— Identify specific works as belonging to a particular era in art history.~~
- ~~4-5.VA.1.1.3— Explain how a specific work of art reflects events in history and/or culture.~~

~~**Goal 1.2: Discuss the interconnections between visual arts and societies.**~~

~~**Objective(s): By the end of Grade 5, the student will be able to:**~~

- ~~4-5.VA.1.2.1— Classify the ways in which ideas and subject matter of arts disciplines are related.~~
- ~~4-5.VA.1.2.2— Describe how elements of various arts depict ideas and emotions.~~

~~**Standard 2: Critical Thinking**~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 4–5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students construct meaning based on elements found in a work of art. Students identify personal preference for works of art.~~

~~**Goal 2.1: Conduct analyses in the visual arts.**~~

~~**Objective(s): By the end of Grade 5, the student will be able to:**~~

- ~~4-5.VA.2.1.1— Identify and respond to differences between art materials, techniques, and processes.~~
- ~~4-5.VA.2.1.2— Construct meaning based on elements found in a work of art.~~
- ~~4-5.VA.2.1.3— Use appropriate arts vocabulary to discuss a variety of art works.~~

- ~~4-5.VA.2.1.4—Discuss how symbols, subject, and themes create meaning in art.~~
- ~~4-5.VA.2.1.5—Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.~~

~~Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.VA.2.2.1—Observe and describe the presence of the visual arts in today’s society.~~
- ~~4-5.VA.2.2.2—Discuss how an artwork’s properties (e.g., elements, media, technique) can elicit different responses.~~
- ~~4-5.VA.2.2.3—Identify personal preference as one of many criteria used to determine excellence in works of art.~~
- ~~4-5.VA.2.2.4—Identify and demonstrate appropriate behavior when attending and/or participating in arts events.~~
- ~~4-5.VA.2.2.5—Show respect for personal work and works of others.~~
- ~~4-5.VA.2.2.6—Write an artist’s statement (what the picture depicts and why and how the work was created).~~

Standard 3: Performance

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist’s statements.~~

~~Goal 3.1: Demonstrate skills essential to the visual arts. Objective(s): By~~

~~the end of Grade 5, the student will be able to:~~

- ~~4-5.VA.3.1.1—Acquire skills necessary for using arts techniques, media, and processes.~~
- ~~4-5.VA.3.1.2—Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~
- ~~4-5.VA.3.1.3—Apply the elements of color, shape, line, value, form, texture, and space in artwork.~~
- ~~4-5.VA.3.1.4—Demonstrate skills of observation through rendering of objects and subject matter from life.~~

~~Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.VA.3.2.1—Demonstrate how different media, techniques, and processes are used to communicate ideas.~~
- ~~4-5.VA.3.2.2—Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning.~~

~~4-5.VA.3.2.3—Replicate or imitate an existing work, respecting the intent of its original creator.~~

Goal 3.3: Communicate through the visual arts with creative expression. Objective(s): By

~~the end of Grade 5, the student will be able to:~~

~~4-5.VA.3.3.1—Experiment with different materials, techniques, and processes in the visual arts.~~

~~4-5.VA.3.3.2—Create a work of art based on personal experience, and/or emotional response.~~

~~4-5.VA.3.3.3—Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.~~

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: VISUAL ARTS**

~~Students are expected to know content and apply skills from previous grades.~~

Standard 1: Historical and Cultural Contexts

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts.~~

~~Goal 1.1: Discuss the historical and cultural contexts of the visual arts. Objective(s): By~~

~~the end of Grade 8, the student will be able to:~~

- ~~6-8.VA.1.1.1—Identify distinguishing characteristics of style in the work of individual artists and art movements.~~
- ~~6-8.VA.1.1.2—Identify and compare works of art and artifacts from major periods on a chronological timeline.~~
- ~~6-8.VA.1.1.3—Analyze the influence of history, geography, and technology of a culture upon a work of art.~~
- ~~6-8.VA.1.1.4—Analyze the visual arts of different cultures and time periods and compare to one's own culture.~~

~~Goal 1.2: Discuss the interconnections between visual arts and societies. Objective(s): By~~

~~the end of Grade 8, the student will be able to:~~

- ~~6-8.VA.1.2.1—Identify the role of visual arts in theatre, dance, and musical productions.~~
- ~~6-8.VA.1.2.2—Understand choices made by artists to create meaning.~~

Standard 2: Critical Thinking

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 6-8 respond works of art, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibition of art.~~

~~Goal 2.1: Conduct analyses in the visual arts.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

- ~~6-8.VA.2.1.1—Identify and respond to characteristics and content of various art forms.~~

- ~~6-8.VA.2.1.2—Construct meaning based on elements and principles found in a work of art.~~
- ~~6-8.VA.2.1.3—Interpret a variety of art works using appropriate arts vocabulary.~~
- ~~6-8.VA.2.1.4—Identify symbols, themes and iconography commonly used in selected diverse cultures.~~
- ~~6-8.VA.2.1.5—Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.~~

Goal 2.2 Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- ~~6-8.VA.2.2.1—Investigate the various purposes art plays in society today.~~
- ~~6-8.VA.2.2.2—Analyze the artist’s use of sensory, formal, technical, and expressive properties in a work of art.~~
- ~~6-8.VA.2.2.3—Determine criteria used in making informed judgments about art.~~
- ~~6-8.VA.2.2.4—Demonstrate appropriate behavior while attending and/or participating in arts events.~~
- ~~6-8.VA.2.2.5—Show respect for personal work and works of others.~~
- ~~6-8.VA.2.2.6—Write an artist’s statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).~~
- ~~6-8.VA.2.2.7—Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.~~
- ~~6-8.VA.2.2.8—Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.~~

Standard 3: Performance

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent by writing an artist’s statement.~~

Goal 3.1: Demonstrate skills essential to the visual arts. Objective(s): By

the end of Grade 8, the student will be able to:

- ~~6-8.VA.3.1.1—Identify attributes that make a specific art media, technique, or process effective in communicating an idea.~~

- ~~6-8.VA.3.1.2— Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~
- ~~6-8.VA.3.1.3— Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.~~
- ~~6-8.VA.3.1.4— Produce art that demonstrates refined observation skills from life.~~
- ~~6-8.VA.3.1.5— Experiment with ideas, techniques, and styles in an artist's sketchbook.~~
- ~~6-8.VA.3.1.6— Critique one's own work with the intention of revision and refinement.~~
- ~~6-8.VA.3.1.7— Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.~~

~~Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

- ~~6-8.VA.3.2.1— Illustrate how visual structures and functions of art improve communication of one's ideas.~~
- ~~6-8.VA.3.2.2— Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.~~
- ~~6-8.VA.3.2.3— Create an original artwork that illustrates the influence of a specific artist or artistic style.~~
- ~~6-8.VA.3.2.4— Use visual, spatial, and temporal concepts to communicate meaning in a work of art.~~
- ~~6-8.VA.3.2.5— Create two pieces that depict a common theme, idea, or style of art.~~

~~Goal 3.3: Communicate through the visual arts with creative expression. Objective(s): By~~

~~the end of Grade 8, the student will be able to:~~

- ~~6-8.VA.3.3.1— Utilize different media, techniques, and processes in the visual arts.~~
- ~~6-8.VA.3.3.2— Create a work of art that expresses personal experience, opinions, and/or beliefs.~~
- ~~6-8.VA.3.3.3— Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.~~
- ~~6-8.VA.3.3.4— Describe and plan the visual presentation of an artistic work.~~

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: VISUAL ARTS**

~~Students are expected to know content and apply skills from previous grades.~~

Standard 1: Historical and Cultural Contexts

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 9-12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students compare major periods and movements in visual art to other disciplines in the arts and humanities.~~

~~Goal 1.1: Discuss the historical and cultural contexts of the visual arts. Objective(s): By~~

~~the end of high school, the student will be able to:~~

- ~~9-12.VA.1.1.1—Identify representative visual works of art from a variety of cultures and historical periods.~~
- ~~9-12.VA.1.1.2—Outline the history and function of a particular visual art form.~~
- ~~9-12.VA.1.1.3—Compare and contrast the historical, social, and environmental contexts that influence artistic expression.~~
- ~~9-12.VA.1.1.4—Compare and contrast aesthetics from different cultural perspectives.~~

~~Goal 1.2: Discuss the interconnections between visual arts and societies.~~

~~Objective(s): By the end of high school, the student will be able to:~~

- ~~9-12.VA.1.2.1—Compare art forms that share common characteristics (e.g. form, line, space).~~
- ~~9-12.VA.1.2.2—Analyze a visual art product or art performance that integrates media, processes, and/or concepts from other performing arts disciplines.~~
- ~~9-12.VA.1.2.3—Relate the trends and movements in visual art to other disciplines in the arts and humanities.~~

Standard 2: Critical Thinking

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 9-12 critique works of art using well-articulated rationale and appropriate arts vocabulary. Students analyze an artist's use of elements and principles in a work of art. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.~~

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.2.1.1—Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives.
- 9-12.VA.2.1.2—Construct meaning and support well-developed interpretations of works of art with evidence.
- 9-12.VA.2.1.3—Critique works of art employing appropriate arts vocabulary.
- 9-12.VA.2.1.4—Identify iconography in an artist's work or a body of work and analyze the meaning.
- 9-12.VA.2.1.5—Analyze an artist's use of the elements and principles, and how they contribute to one's interpretation of the artwork.

Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.2.2.1—Identify the role of the arts in today's society, including career and avocation opportunities.
- 9-12.VA.2.2.2—Discuss the nature of art or aesthetic issues.
- 9-12.VA.2.2.3—Articulate criteria for determining excellence in artwork.
- 9-12.VA.2.2.4—Demonstrate appropriate behavior while attending and/or participating in arts events.
- 9-12.VA.2.2.5—Show respect for personal work and work of others.
- 9-12.VA.2.2.6—Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the work).
- 9-12.VA.2.2.7—Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.
- 9-12.VA.2.2.8—Demonstrate collaborative and interpersonal skills by working productively with others, while producing works of art.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 9-12 select appropriate media and apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and an accompanying artist's statement. Students use the creative process and a personal sketchbook to plan and create a body of work. Students critique their own artwork and the work of others with the purpose of improving it.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.1.1 — Select and apply media, techniques, and processes effectively and with artistic intention.
- 9-12.VA.3.1.2 — Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 9-12.VA.3.1.3 — Demonstrate how the elements and principles can be used to solve specific visual arts problems.
- 9-12.VA.3.1.4 — Present convincing or accurately rendered subjects that demonstrate refined observational skills.
- 9-12.VA.3.1.5 — Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.
- 9-12.VA.3.1.6 — Critique one's own work with the intent of revision and or refinement.
- 9-12.VA.3.1.7 — Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.2.1 — Choose purposefully between visual characteristics of a variety of media and use these to communicate one's own idea.
- 9-12.VA.3.2.2 — Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements.
- 9-12.VA.3.2.3 — Create an interpretation of a work respecting the intent of its creator.
- 9-12.VA.3.2.4 — Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.
- 9-12.VA.3.2.5 — Create a body of work that develops a specific theme, idea, or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.3.1 — Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity.
- 9-12.VA.3.3.2 — Apply various symbols, subjects, and ideas in one's artwork.
- 9-12.VA.3.3.3 — Use the creative process (brainstorm, research, rough sketch, final product) to create and critique a work of art.
- 9-12.VA.3.3.4 — Determine and execute appropriate visual presentation of an original artwork.

IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

VISUAL ARTS



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Visual Arts Grades K-3

<u>VA.Cr1.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Creativity and innovative thinking are essential life skills that can be developed.</u>
<u>Essential Question</u>	<u>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</u>

Grade K – VA.Cr1.1.K

- a. Engage in exploration and imaginative play with materials.

Grade 1 – VA.Cr1.1.1

- a. Engage collaboratively in exploration and imaginative play with materials.

Grade 2 – VA.Cr1.1.2

- a. Brainstorm collaboratively multiple approaches to an art or design problem.

Grade 3 – VA.Cr1.1.3

- a. Elaborate on an imaginative idea.

<u>VA.Cr1.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</u>
<u>Essential Question</u>	<u>How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.</u>

Grade K – VA.Cr1.2.K

- a. Engage collaboratively in creative art-making in response to an artistic problem.

Grade 1 – VA.Cr1.2.1

- a. Use observation and investigation in preparation for making a work of art.

Grade 2 – VA.Cr1.2.2

- a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Grade 3 – VA.Cr1.2.3

- a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

<u>VA.Cr2.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</u>
<u>Essential Question</u>	<u>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</u>

Grade K – VA.Cr2.1.K

- a. Through experimentation, build skills in various media and approaches to art-making.

Grade 1 – VA.Cr2.1.1

- a. Explore uses of materials and tools to create works of art or design.

Grade 2 – VA.Cr2.1.2

- a. Experiment with various materials and tools to explore personal interests in a work of art or design.

Grade 3 – VA.Cr2.1.3

- a. Create personally satisfying artwork using a variety of artistic processes and materials.

<u>VA.Cr2.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</u>
<u>Essential Question</u>	<u>How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand &</u>

follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade K – VA.Cr2.2.K

- a. Identify safe and non-toxic art materials, tools, and equipment.

Grade 1 – VA.Cr2.2.1

- a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

Grade 2 – VA.Cr2.2.2

- a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Grade 3 – VA.Cr2.2.3

- a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

<u>VA.Cr2.3 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</u>
<u>Essential Question</u>	<u>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</u>

Grade K – VA.Cr2.3.K

- a. Create art that represents natural and constructed environments.

Grade 1 – VA.Cr2.3.1

- a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Grade 2 – VA.Cr2.3.2

- a. Repurpose objects to make something new.

Grade 3 – VA.Cr2.3.3

- a. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

<u>VA.Cr3.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Reflect, Refine, Continue</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</u>
<u>Essential Question</u>	<u>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</u>

Grade K – VA.Cr3.1.K

- a. Explain the process of making art while creating.

Grade 1 – VA.Cr3.1.1

- a. Use art vocabulary to describe choices while creating art.

Grade 2 – VA.Cr3.1.2

- a. Discuss and reflect with peers about choices made in creating artwork.

Grade 3 – VA.Cr3.1.3

- a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

<u>VA.Pr4.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</u>
<u>Essential Question</u>	<u>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</u>

Grade K – VA.Pr.4.1.K

- a. Select art objects for personal portfolio and display, explaining why they were chosen.

Grade 1 – VA.Pr.4.1.1

- a. Explain why some objects, artifacts, and artwork are valued over others.

Grade 2 – VA.Pr.4.1.2

- a. Categorize artwork based on a theme or concept for an exhibit.

Grade 3 – VA.Pr.4.1.3

- a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

<u>VA.Pr5.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Select</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</u>
<u>Essential Question</u>	<u>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</u>

Grade K – VA.Pr5.1.K

- a. Explain the purpose of a portfolio or collection.

Grade 1 – VA.Pr5.1.1

- a. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

Grade 2 – VA.Pr5.1.2

- a. Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Grade 3 – VA.Pr5.1.3

- a. Identify exhibit space and prepare works of art including artists’ statements, for presentation.

<u>VA.Pr6.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Objects, artifacts, and artworks collected, preserved, or presented either</u>

	<u>by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</u>
<u>Essential Question</u>	<u>What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?</u>

Grade K – VA.Pr6.1.K

- a. Explain what an art museum is and distinguish how an art museum is different from other buildings.

Grade 1 – VA.Pr6.1.1

- a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Grade 2 – VA.Pr6.1.2

- a. Analyze how art exhibited inside and outside of schools (e.g., museums, galleries, virtual spaces, and other venues) contributes to communities.

Grade 3 – VA.Pr6.1.3

- a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.

<u>VA.Re7.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Share</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</u>
<u>Essential Question</u>	<u>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</u>

Grade K – VA.Re7.1.K

- a. Identify uses of art within one’s personal environment.

Grade 1 – VA.Re7.1.1

- a. Select and describe works of art that illustrate daily life experiences of one’s self and others.

Grade 2 – VA.Re7.1.2

- a. Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.

Grade 3 – VA.Re7.1.3

- a. Speculate about processes an artist uses to create a work of art.

<u>VA.Re7.2 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Visual imagery influences understanding of and responses to the world.</u>
<u>Essential Question</u>	<u>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</u>

Grade K – VA.Re7.2.K

- a. Describe what an image represents.

Grade 1 – VA.Re7.2.1

- a. Compare images that represent the same subject.

Grade 2 – VA.Re7.2.2

- a. Categorize images based on expressive properties.

Grade 3 – VA.Re7.2.3

- a. Determine messages communicated by an image.

<u>VA.Re8.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>People gain insights into meanings of artworks by engaging in the process of art criticism.</u>
<u>Essential Question</u>	<u>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</u>

Grade K – VA.Re8.1.K

- a. Interpret art by identifying subject matter and describing relevant details.

Grade 1 – VA.Re8.1.1

- a. Interpret art by categorizing subject matter and identifying the characteristics of form.

Grade 2 – VA.Re8.1.2

- a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Grade 3 – VA.Re8.1.3

- a. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

<u>VA.Re9.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>People evaluate art based on various criteria.</u>
<u>Essential Question</u>	<u>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</u>

Grade K – VA.Re9.1.K

- a. Explain reasons for selecting a preferred artwork.

Grade 1 – VA.Re9.1.1

- a. Classify artwork based on different reasons for preferences.

Grade 2 – VA.Re9.1.2

- a. Use learned art vocabulary to express preferences about artwork.

Grade 3 – VA.Re9.1.3

- a. Evaluate an artwork based on given criteria.

<u>VA.Cn10.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</u>
<u>Essential Question</u>	<u>How does engaging in creating art enrich people's lives? How does</u>

	<u>making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</u>
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Grade K – VA.Cn10.1.K

- a. Create art that tells a story about a life experience.

Grade 1 – VA.Cn10.1.1

- a. Identify times, places, and reasons by which students make art outside of school.

Grade 2 – VA.Cn10.1.2

- a. Create works of art about events in home, school, or community life.

Grade 3 – VA.Cn10.1.3

- a. Develop a work of art based on observations of surroundings.

<u>VA.Cn11.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Synthesize</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</u>
<u>Essential Question</u>	<u>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</u>

Grade K – VA.Cn11.1.K

- a. Identify a purpose of an artwork.

Grade 1 – VA.Cn11.1.1

- a. Understand that people from different places and times have made art for a variety of reasons.

Grade 2 – VA.Cn11.1.2

- a. Compare and contrast cultural uses of artwork from different times and places.

Grade 3 – VA.Cn11.1.3

- a. Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Visual Arts Grades 4-5

<u>VA.Cr1.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Creativity and innovative thinking are essential life skills that can be developed.</u>
<u>Essential Question</u>	<u>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</u>

Grade 4 – VA.Cr1.1.4

- a. Brainstorm multiple approaches to a creative art or design problem.

Grade 5 – VA.Cr1.1.5

- a. Combine ideas to generate an innovative idea for art-making.

<u>VA.Cr1.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</u>
<u>Essential Question</u>	<u>How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.</u>

Grade 4 – VA.Cr1.2.4

- a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Grade 5 – VA.Cr1.2.5

- a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

VA.Cr2.1 – Visual Arts/Creating

<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</u>
<u>Essential Question</u>	<u>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</u>

Grade 4 – VA.Cr2.1.4

- a. Explore and invent art-making techniques and approaches.

Grade 5 – VA.Cr2.1.5

- a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

<u>VA.Cr2.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</u>
<u>Essential Question</u>	<u>How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?</u>

Grade 4 – VA.Cr2.2.4

- a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Grade 5 – VA.Cr2.2.5

- a. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

<u>VA.Cr2.3 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>People create and interact with objects, places, and design that define,</u>

	<u>shape, enhance, and empower their lives.</u>
<u>Essential Question</u>	<u>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</u>

Grade 4 – VA.Cr2.3.4

- a. Document, describe, and represent regional constructed environments.

Grade 5 – VA.Cr2.3.5

- a. Identify, describe, and visually document places and/or objects of personal significance.

<u>VA.Cr3.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Reflect, Refine, Continue</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</u>
<u>Essential Question</u>	<u>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</u>

Grade 4 – VA.Cr3.1.4

- a. Revise artwork in progress on the basis of insights gained through peer discussion.

Grade 5 – VA.Cr3.1.5

- a. Create artist statements using art vocabulary to describe personal choices in art-making.

<u>VA.Pr4.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</u>
<u>Essential Question</u>	<u>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why</u>

	<u>do people value objects, artifacts, and artworks, and select them for presentation?</u>
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Grade 4 – VA.Pr.4.1.4

- a. Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Grade 5 – VA.Pr.4.1.5

- a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

<u>VA.Pr5.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Select</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</u>
<u>Essential Question</u>	<u>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</u>

Grade 4 – VA.Pr5.1.4

- a. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Grade 5 – VA.Pr5.1.5

- a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

<u>VA.Pr6.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the</u>

	<u>cultivating of appreciation and understanding.</u>
<u>Essential Question</u>	<u>What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?</u>

Grade 4 – VA.Pr6.1.4

- a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Grade 5 – VA.Pr6.1.5

- a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

<u>VA.Re7.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Share</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</u>
<u>Essential Question</u>	<u>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</u>

Grade 4 – VA.Re7.1.4

- a. Compare responses to a work of art before and after working in similar media.

Grade 5 – VA.Re7.1.5

- a. Compare one's own interpretation of a work of art with the interpretation of others.

<u>VA.Re7.2 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Visual imagery influences understanding of and responses to the world.</u>
<u>Essential Question</u>	<u>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</u>

Grade 4 – VA.Re7.2.4

- a. Analyze components in visual imagery that convey messages.

Grade 5 – VA.Re7.2.5

- a. Identify and analyze cultural associations suggested by visual imagery.

<u>VA.Re8.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>People gain insights into meanings of artworks by engaging in the process of art criticism.</u>
<u>Essential Question</u>	<u>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</u>

Grade 4 – VA.Re8.1.4

- a. Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Grade 5 – VA.Re8.1.5

- a. Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

<u>VA.Re9.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>People evaluate art based on various criteria.</u>
<u>Essential Question</u>	<u>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</u>

Grade 4 – VA.Re9.1.4

- a. Apply one set of criteria to evaluate more than one work of art.

Grade 5 – VA.Re9.1.5

- a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

<u>VA.Cn10.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</u>
<u>Essential Question</u>	<u>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</u>

Grade 4 – VA.Cn10.1.4

- a. Create works of art that reflect community cultural traditions.

Grade 5 – VA.Cn10.1.5

- a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

<u>VA.Cn11.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Synthesize</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</u>
<u>Essential Question</u>	<u>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</u>

Grade 4 – VA.Cn11.1.4

- a. Through observation, infer information about time, place, and culture in which a work of art was created.

Grade 5 – VA.Cn11.1.5

- a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Visual Arts Grades 6-8

<u>VA.Cr1.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Creativity and innovative thinking are essential life skills that can be developed.</u>
<u>Essential Question</u>	<u>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</u>

Grade 6 – VA.Cr1.1.6

- a. Combine concepts collaboratively to generate innovative ideas for creating art.

Grade 7 – VA.Cr1.1.7

- a. Apply methods to overcome creative blocks.

Grade 8 – VA.Cr1.1.8

- a. Document early stages of the creative process visually and/or verbally in traditional or new media.

<u>VA.Cr1.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</u>
<u>Essential Question</u>	<u>How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.</u>

Grade 6 – VA.Cr1.2.6

- a. Formulate an artistic investigation of personally relevant content for creating art.

Grade 7 – VA.Cr1.2.7

- a. Develop criteria to guide making a work of art or design to meet an identified goal.

Grade 8 – VA.Cr1.2.8

- a. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

<u>VA.Cr2.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</u>
<u>Essential Question</u>	<u>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</u>

Grade 6 – VA.Cr2.1.6

- a. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Grade 7 – VA.Cr2.1.7

- a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Grade 8 – VA.Cr2.1.8

- a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

<u>VA.Cr2.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</u>
<u>Essential Question</u>	<u>How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?</u>

Grade 6 – VA.Cr2.2.6

- a. Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

Grade 7 – VA.Cr2.2.7

- a. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other

communication formats.

Grade 8 – VA.Cr2.2.8

- a. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

<u>VA.Cr2.3 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</u>
<u>Essential Question</u>	<u>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</u>

Grade 6 – VA.Cr2.3.6

- a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Grade 7 – VA.Cr2.3.7

- a. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Grade 8 – VA.Cr2.3.8

- a. Select, organize, and design images and words to make visually clear and compelling presentations.

<u>VA.Cr3.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Reflect, Refine, Continue</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</u>
<u>Essential Question</u>	<u>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it</u>

more completely?

Grade 6 – VA.Cr3.1.6

- a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

Grade 7 – VA.Cr3.1.7

- a. Reflect on and explain important information about personal artwork in an artist statement or another format.

Grade 8 – VA.Cr3.1.8

- a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

<u>VA.Pr4.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</u>
<u>Essential Question</u>	<u>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</u>

Grade 6 – VA.Pr.4.1.6

- a. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

Grade 7 – VA.Pr.4.1.7

- a. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Grade 8 – VA.Pr.4.1.8

- a. Develop and apply criteria for evaluating a collection of artwork for presentation.

<u>VA.Pr5.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Select</u>

<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</u>
<u>Essential Question</u>	<u>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</u>

Grade 6 – VA.Pr5.1.6

- a. Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Grade 7 – VA.Pr5.1.7

- a. Based on criteria, analyze and evaluate methods for preparing and presenting art.

Grade 8 – VA.Pr5.1.8

- a. Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

<u>VA.Pr6.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</u>
<u>Essential Question</u>	<u>What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?</u>

Grade 6 – VA.Pr6.1.6

- a. Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Grade 7 – VA.Pr6.1.7

- a. Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Grade 8 – VA.Pr6.1.8

- a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

<u>VA.Re7.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Share</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</u>
<u>Essential Question</u>	<u>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</u>

Grade 6 – VA.Re7.1.6

- a. Identify and interpret works of art or design that reveal how people live around the world and what they value.

Grade 7 – VA.Re7.1.7

- a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Grade 8 – VA.Re7.1.8

- a. Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

<u>VA.Re7.2 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Visual imagery influences understanding of and responses to the world.</u>
<u>Essential Question</u>	<u>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</u>

Grade 6 – VA.Re7.2.6

- a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Grade 7 – VA.Re7.2.7

- a. Analyze multiple ways that images influence specific audiences.

Grade 8 – VA.Re7.2.8

- a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

<u>VA.Re8.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>People gain insights into meanings of artworks by engaging in the process of art criticism.</u>
<u>Essential Question</u>	<u>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</u>

Grade 6 – VA.Re8.1.6

- a. Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Grade 7 – VA.Re8.1.7

- a. Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Grade 8 – VA.Re8.1.8

- a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

<u>VA.Re9.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>People evaluate art based on various criteria.</u>
<u>Essential Question</u>	<u>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</u>

Grade 6 – VA.Re9.1.6

- a. Develop and apply relevant criteria to evaluate a work of art.

Grade 7 – VA.Re9.1.7

- a. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Grade 8 – VA.Re9.1.8

- a. Create a convincing and logical argument to support an evaluation of art.

<u>VA.Cn10.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</u>
<u>Essential Question</u>	<u>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</u>

Grade 6 – VA.Cn10.1.6

- a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

Grade 7 – VA.Cn10.1.7

- a. Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Grade 8 – VA.Cn10.1.8

- a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.

<u>VA.Cn11.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Synthesize</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</u>

<u>Essential Question</u>	<u>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</u>
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Grade 6 – VA.Cn11.1.6

- a. Analyze how art reflects changing times, traditions, resources, and cultural uses.

Grade 7 – VA.Cn11.1.7

- a. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Grade 8 – VA.Cn11.1.8

- a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Visual Arts High School

<u>VA.Cr1.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Creativity and innovative thinking are essential life skills that can be developed.</u>
<u>Essential Question</u>	<u>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</u>

HS Proficient – VA.Cr1.1.HSI

- a. Use multiple approaches to begin creative endeavors.

HS Accomplished – VA.Cr1.1.HSII

- a. Individually or collaboratively formulate new creative problems based on student’s existing artwork.

HS Advanced – VA.Cr1.1.HSIII

- a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

<u>VA.Cr1.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate, Plan, Make</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</u>
<u>Essential Question</u>	<u>How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.</u>

HS Proficient – VA.Cr1.2.HSI

- a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

HS Accomplished – VA.Cr1.2.HSII

- a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

HS Advanced – VA.Cr1.2.HSIII

- a. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

<u>VA.Cr2.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</u>
<u>Essential Question</u>	<u>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</u>

HS Proficient – VA.Cr2.1.HSI

- a. Engage in making a work of art or design without having a preconceived plan.

HS Accomplished – VA.Cr2.1.HSII

- a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

HS Advanced – VA.Cr2.1.HSIII

- a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

<u>VA.Cr2.2 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</u>
<u>Essential Question</u>	<u>How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?</u>

HS Proficient – VA.Cr2.2.HSI

- a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

HS Accomplished – VA.Cr2.2.HSII

- a. Demonstrate awareness of ethical implications of making and distributing creative work.

HS Advanced – VA.Cr2.2.HSIII

- a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

<u>VA.Cr2.3 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Investigate</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</u>
<u>Essential Question</u>	<u>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</u>

HS Proficient – VA.Cr2.3.HSI

- a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

HS Accomplished – VA.Cr2.3.HSII

- a. Redesign an object, system, place, or design in response to contemporary issues.

HS Advanced – VA.Cr2.3.HSIII

- a. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

<u>VA.Cr3.1 – Visual Arts/Creating</u>	
<u>Process Component</u>	<u>Reflect, Refine, Continue</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Artist and designers develop excellence through practice and</u>

	<u>constructive critique, reflecting on, revising, and refining work over time.</u>
<u>Essential Question</u>	<u>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</u>

HS Proficient – VA.Cr3.1.HSI

- a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

HS Accomplished – VA.Cr3.1.HSII

- a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

HS Advanced – VA.Cr3.1.HSIII

- a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

<u>VA.Pr4.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</u>
<u>Essential Question</u>	<u>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</u>

HS Proficient – VA.Pr.4.1.HSI

- a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

HS Accomplished – VA.Pr.4.1.HSII

- a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.

HS Advanced – VA.Pr.4.1.HSIII

- a. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

<u>VA.Pr5.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Select</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</u>
<u>Essential Question</u>	<u>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</u>

HS Proficient – VA.Pr5.1.HSI

- a. Analyze and evaluate the reasons and ways an exhibition is presented.

HS Accomplished – VA.Pr5.1.HSII

- a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

HS Advanced – VA.Pr5.1.HSIII

- a. Investigate, compare, and contrast methods for preserving and protecting art.

<u>VA.Pr6.1 – Visual Arts/Presenting</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</u>
<u>Essential Question</u>	<u>What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?</u>

HS Proficient – VA.Pr6.1.HSI

- a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

HS Accomplished – VA.Pr6.1.HSII

- a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

HS Advanced – VA.Pr6.1.HSIII

- a. Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.

<u>VA.Re7.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Share</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</u>
<u>Essential Question</u>	<u>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</u>

HS Proficient – VA.Re7.1.HSI

- a. Hypothesize ways in which art influences perception and understanding of human experiences.

HS Accomplished – VA.Re7.1.HSII

- a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

HS Advanced – VA.Re7.1.HSIII

- a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.

<u>VA.Re7.2 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Visual imagery influences understanding of and responses to the world.</u>
<u>Essential Question</u>	<u>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</u>

HS Proficient – VA.Re7.2.HSI

- a. Analyze how one’s understanding of the world is affected by experiencing visual imagery.

HS Accomplished – VA.Re7.2.HSII

- a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

HS Advanced – VA.Re7.2.HSIII

- a. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

<u>VA.Re8.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Perceive</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>People gain insights into meanings of artworks by engaging in the process of art criticism.</u>
<u>Essential Question</u>	<u>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</u>

HS Proficient – VA.Re8.1.HSI

- a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

HS Accomplished – VA.Re8.1.HSII

- a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

HS Advanced – VA.Re8.1.HSIII

- a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

<u>VA.Re9.1 – Visual Arts/Responding</u>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>People evaluate art based on various criteria.</u>
<u>Essential Question</u>	<u>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</u>

HS Proficient – VA.Re9.1.HSI

- a. Establish relevant criteria in order to evaluate a work of art or collection of works.

HS Accomplished – VA.Re9.1.HSII

- a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

HS Advanced – VA.Re9.1.HSIII

- a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

<u>VA.Cn10.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</u>
<u>Essential Question</u>	<u>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</u>

HS Proficient – VA.Cn10.1.HSI

- a. Document the process of developing ideas from early stages to fully elaborated ideas.

HS Accomplished – VA.Cn10.1.HSII

- a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

HS Advanced – VA.Cn10.1.HSIII

- a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

<u>VA.Cn11.1 – Visual Arts/Connecting</u>	
<u>Process Component</u>	<u>Synthesize</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</u>

<u>Essential Question</u>	<u>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</u>
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HS Proficient – VA.Cn11.1.HSI

- a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.

HS Accomplished – VA.Cn11.1.HSII

- a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

HS Advanced – VA.Cn11.1.HSIII

- a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Glossary Visual Arts

Visual Arts, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials (Revised July 2012)

Art

In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, “The Role of Theory in Aesthetics,” Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art.

In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated”

An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of “good art”

Appropriation

Intentional borrowing, copying, and alteration of preexisting images and objects

Artist statement

Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature

Artistic investigations

In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing

Art-making approaches

Diverse strategies and procedures by which artists initiate and pursue making a work

Artwork

Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated

Brainstorm

Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment

Characteristic(s)

Attribute, feature, property, or essential quality

Characteristics of form (and structure)

Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others

Collaboration

Joint effort of working together to formulate and solve creative problems

Collaboratively

Joining with others in attentive participation in an activity of imagining, exploring, and/or making

Concepts

Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form

Constructed environment

Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play

Contemporary artistic practice

Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces

Context

Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception

Copyright

Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works

Creative commons

Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice (<http://creativecommons.org/>)

Creativity

Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things

Criteria

In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

Contemporary criteria

Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

Established criteria

Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design

Personal criteria

Principles for evaluating art and design based on individual preferences

Relevant criteria

Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

Critique

Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

Cultural contexts

Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art

Cultural traditions

Pattern of practices and beliefs within a societal group

Curate

Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

Curator

Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

Design

Application of creativity to planning the optimal solution to a given problem and communication of that plan to others

Digital format

Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

Engagement

Attentive participation in an activity of imagining, exploring, and making

Exhibition narrative

Written description of an exhibition intended to educate viewers about its purpose

Expressive properties

Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

Fair use

Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

Formal and conceptual vocabularies

Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures

Genre

Category of art or design identified by similarities in form, subject matter, content, or technique

Image

Visual representation of a person, animal, thing, idea, or concept

Imaginative play

Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating

Innovative thinking

Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems

Material culture

Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals

Materials

Substances out of which art is made or composed, ranging from the traditional to "non-art" material and virtual, cybernetic, and simulated materials

Medium/Media

Mode(s) of artistic expression or communication; material or other resources used for creating art

Open source

Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (<http://opensource.org/>)

Play

Spontaneous engaged activity through which children learn to experience, experiment, discover, and create

Portfolio

Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy

Preservation

Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means

Preserve

Protect, save, and care for (curate) objects, artifacts, and artworks

Style

Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist

Technologies

Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments

Text

That form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps

Venue

Place or setting for an art exhibition, either a physical space or a virtual environment

Visual components

Properties of an image that can be perceived

Visual imagery

Group of images; images in general

Visual organization approaches and strategies

Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work

Visual plan

Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue