

VISUAL ARTS - Creating 1

<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>Enduring Understanding(s):</b> Creative ideas develop out of life experiences and are explored utilizing inquiry methods including observation, research and experimentation. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking established conventions, in pursuit of creative art making goals.</p> <p><b>Essential Question(s):</b> What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risk? How does collaboration expand the creative process? How does knowing the contexts of histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate aesthetic investigations?</p>													
	Pre K VA.1.CR1.PK	Kindergarten VA.1.CR1.K	1st VA.1.CR1.1	2nd VA.1.CR1.2	3rd VA.1.CR1.3	4th VA.1.CR1.4	5th VA.1.CR1.5	6th VA.1.CR1.6	7th VA.1.CR1.7	8th VA.1.CR1.8	HS Proficient VA.1.CR1.HS1	HS Accomplished VA.1.CR1.HS2	HS Advanced VA.1.CR1.HS3
Experiment/Imagine/Identify	1. With guided support, share ideas and ways to produce art.	1. With guided support, utilize play and imagination to generate ideas for an artwork.	1. With support, develop an idea for an artwork based on a theme (e.g. personal or family story).	1. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	1. Generate ideas for narrative or events that could be the basis of art works using personal experiences (e.g. diagram or map places that are part of the student's everyday life).	1. Generate and research ideas for artwork that draw upon specific moods, feelings, or themes.	1. Generate ideas for an artwork based on cultural influences or social issues.	1. Formulate an artistic investigation of personally relevant content for creating art.	1. Use a variety of strategies to formulate an idea bank of current interests and concerns that could be explored through artistic inquiry.	1. Collaboratively identify and elaborate on contemporary themes in the local and global community that could be explored in art making.	1. Identify and elaborate on themes in the local and global community that could be explored in art making.	1. Building on previous artwork, generate and elaborate on themes personally, locally and globally.	1. Visualize and generate plans for ideas, themes, and directions for creating art that reflect autonomy and creative risks.
	2. With guided support, utilize play and imagination to generate ideas for art works.	2. Collaboratively engage in art making in response to an artistic problem using models, master art prints or other visuals.	2. Use observation and investigation to make a work of art.	2. Share imaginative ways that art works could be used to communicate a narrative, experience or idea.	2. Apply knowledge of available resources, tools, and technologies to investigate one's own ideas through the art-making process.	2. Imagine and articulate numerous approaches for composition.	2. Use formal and conceptual vocabularies of art and design to describe a work of art. (e.g. elements & principles of design)	2. Imagine, research, and articulate numerous approaches in generating ideas for content and composition.	2. Use creative methods such as envisioning, intuition, play, modeling, and improvisation to discover the technical characteristics and expressive possibilities of various media.	2. Use contextual research to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques and organizational structures.	2. Use contextual research and direct observation to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques and organizational structures.	2. Use contextual research and direct observation to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques, organizational structures, and good craftsmanship.	2. Use contextual research from a variety of sources and direct observation to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques, organizational structures, and good craftsmanship.
			3. Engage in focused mark making.	3. Collaboratively brainstorm multiple approaches to a problem.	3. Constructively use and explore materials in creating a work of art or design to communicate an idea.	3. Constructively use, explore and manipulate materials and organizational principles to create a work of art that communicates an idea.	3. Constructively design and manipulate materials, organizational and compositional elements to make meaning in a work of art.	3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.	3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.	3. Individually and/or collaboratively design an object or art work that is based on a need, theme, or aesthetics that demonstrates developing technical skill.	3. Individually and/or collaboratively design an object or artwork that is based on a need, theme, or aesthetics that demonstrates developing technical skill.	3. Individually design an object or artwork that is based on aesthetics, original idea, or critical observation that demonstrates technical skill.	3. With a clear intention, individually design an object or artwork that is based on aesthetics, original idea, or critical observation that demonstrates good technical skill.
										4. Document early stages of the creative process visually and verbally in traditional or new media.	4. Explore and document early stages of the creative process visually and/or verbally in traditional or new media.	4. Document stages of the creative process visually, verbally, and in writing.	4. Thoroughly document stages of the creative process visually, verbally, and in writing.

VISUAL ARTS - Creating 2

<p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>Enduring Understanding(s):</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Clarity of visual organization supports effective communication.</p> <p><b>Essential Question(s):</b> 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? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? How do artists appropriately use other's images and ideas? What responsibilities come with the freedom to create? 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? How does art and design communicate stories and ideas?</p>													
<p>Pre K Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th HS Proficient HS Accomplished HS Advanced</p> <p>VA.2.CR2.PK VA.2.CR2.K VA.2.CR2.1 VA.2.CR2.2 VA.2.CR2.3 VA.2.CR2.4 VA.2.CR2.5 VA.2.CR2.6 VA.2.CR2.7 VA.2.CR2.8 VA.2.CR2.HS1 VA.2.CR2.HS2 VA.2.CR2.HS3</p>													
Investigate/Plan/Make	1. Share, care, and use a variety of art materials and equipment.	1. Through experimentation, build skills in various media and approaches to art-making.	1. Explore uses of materials and tools to create works of art or design.	1. Experiment with various materials and tools to explore personal interests in a work of art or design.	1. Create personally satisfying artwork using a variety of artistic processes and materials.	1. Explore art-making techniques and approaches that reflect consideration to form and structure (i.e. organizational principles and expressive features)	1. Experiment and develop skills in multiple art-making techniques and approaches that reflect knowledge of form and structure (i.e. organizational principles and expressive features)	1. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design, composition)	1. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art and design with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design, composition)	1. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design, composition)	1. Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design, composition)	1. Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design, composition)	1. Experiment, innovate, and take risks to pursue original artistic ideas, forms, and meanings.
	2. Create and tell about art that communicates a story about a familiar place or object.	2. Identify safe and non-toxic art materials, tools, and equipment.	2. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	2. Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces.	2. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	2. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	2. Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.	2. Explain quality environmental implications of conservation, care, and clean up of art materials, tools, and equipment.	2. 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.	2. 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.	2. Apply practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	2. Apply and articulate practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	2. Apply practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
	3. Create art that represents natural and constructed environments.	3. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	3. Repurpose objects to make something new.	3. Individually or collaboratively construct representations, diagrams, or maps of places that are part of the students' everyday lives.	3. Document, describe, and represent regional/state environments and histories.	3. Identify, describe, and visually document objects of personal significance.	3. Design or redesign objects, places, or systems that meet the identified needs of diverse users through complete documentation of the artistic process.	3. Apply visual organization strategies to design and produce a work of art that clearly communicates a message and produces a body of evidence that documents the process.	3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.	3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.	3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.	3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.	3. Select, organize, and design images and works to make visually clear and compelling compositions with attention to craftsmanship in both traditional and contemporary media based on a theme, idea, or
					4. Collect a body of evidence that documents the artistic process.	4. Show a body of evidence that documents the artistic process.	4. Review the ethical responsibility of posting and sharing images and other materials on the Internet, through social media and other communication formats.	4. Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons.	4. Organize, present, and document a body of evidence that demonstrates the artistic process from start to finish.	4. Organize, present, and document a body of evidence that demonstrates the artistic process from start to finish.	4. Organize, present, and document a detailed body of evidence that thoroughly demonstrates the artistic process.	4. Organize, present, and document a detailed body of evidence that thoroughly demonstrates a variety of artistic processes.	

VISUAL ARTS - Creating 3

Anchor Standard 3: Refine and complete artistic work.														
Enduring Understanding(s): Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.														
Essential Question(s): 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 fully and develop it more completely?														
	Pre K VA.3.CR3.PK	Kindergarten VA.3.CR3.K	1st VA.3.CR3.1	2nd VA.3.CR3.2	3rd VA.3.CR3.3	4th VA.3.CR3.4	5th VA.3.CR3.5	6th VA.3.CR3.6	7th VA.3.CR3.7	8th VA.3.CR3.8	HS Proficient VA.3.CR3.HS1	HS Accomplished VA.3.CR3.HS2	HS Advanced VA.3.CR3.HS3	
Investigate/Plan/Make	1. Develop art skills through repetition and practice.	1. Develop art skills through repetition and practice.	1. Refine and enhance art skills through repetition and practice.	1. Improve and elaborate on aesthetic and technical aspects of artwork based on classroom discussion.	1. Refine and adapt media art works in consideration of audience, and the context of the work.	1. Revise artwork in progress on the basis of insights gained through instructor feedback and peer discussion.	1. Refine and adapt art works in consideration of audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of the audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of the audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of the audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Engage in constructive critique with peers, to help refine and adapt art works in consideration to technical skill development, organizational principles, audience, and context.	1. Engage in constructive critique with peers, to help refine and adapt art works in consideration to technical skill development, organizational principles, audience, and context to help further a clear, artistic vision.	1. Engage in constructive critique with peers, to help refine and adapt art works in consideration to technical skill development, organizational principles, audience, and context to demonstrate a clear, artistic vision.
	2. Share and talk about artwork.	2. Share and talk about artwork using art vocabulary.	2. Using art vocabulary, describe personal artistic choices.	2. Using art vocabulary, describe personal artistic choices.	2. Choose from experimental approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Choose from multiple approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Analyze and reflect on how the elements and principles of design and other experimental approaches are working to convey the artistic intention and make necessary adjustments for the most effective solution.	2. Analyze and reflect on how the elements and principles of design and other experimental approaches are working to convey the artistic intention and make necessary adjustments for the most effective solution.	2. Analyze and reflect on how the elements and principles of design and other experimental approaches are working to convey the artistic intention and make necessary adjustments for the most effective solution.	2. Analyze and reflect on how the elements and principles of design and other experimental approaches are working to convey one's own artistic intention and make necessary adjustments for the most effective solution.
				3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine and improve technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to synthesize and refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Apply personal reflection and critical feedback to synthesize and refine one's technical proficiency, intentionality, aesthetic judgment and expressive capability to a point of realization.
							4. Write an artist statement utilizing art vocabularies demonstrating choices made in art-making.	4. Reflect on whether one's artwork conveys the intended meaning and revise accordingly.	4. Reflect on and explain important information about personal artwork in an artist statement or another format.	4. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	4. Document and explain important information about one's artwork and artistic process verbally and in writing.	4. Thoroughly document and explain important information about one's artwork and artistic process verbally and in writing.	4. Thoroughly document and explain important information about one's artwork and artistic process, visually, verbally and in writing.	

VISUAL ARTS - Presenting 1

Anchor Standard 4: Analyze, interpret and select artistic work for presentation.														
Enduring Understanding(s): 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.														
Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does the presentation of artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?														
	Pre K VA.4.PR1.PK	Kindergarten VA.4.PR1.K	1st VA.4.PR1.1	2nd VA.4.PR1.2	3rd VA.4.PR1.3	4th VA.4.PR1.4	5th VA.4.PR1.5	6th VA.4.PR1.6	7th VA.4.PR1.7	8th VA.4.PR1.8	HS Proficient VA.4.PR1.HS1	HS Accomplished VA.4.PR1.HS2	HS Advanced VA.4.PR1.HS3	
Select/Analyze	1. Explain the purpose of a portfolio or collection.	1. Select personal works of art for a portfolio or a collection of evidence.	1. Organize their artwork in a portfolio and explain the process.	1. Organize their artwork in a portfolio and explain the process.	1. Select artworks to put into their portfolio and explain why they chose those specific works.	1. Select artworks to put into their portfolio and explain why they chose those specific works.	1. Select artworks to put into their portfolio and explain why they chose those specific works.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.	1. Select, analyze and explain choices of objects for personal portfolio and display. (e.g. sketchbooks, digital portfolios, exhibition)	1. Select, analyze and explain choices of objects for personal portfolio and display. (e.g. sketchbooks, digital portfolios, exhibition)	1. Select, analyze and explain choices of objects for personal portfolio and display. (e.g. sketchbooks, digital portfolios, exhibition)	
					2. Learn about materials or artistic techniques for preparing artwork for presentation.	2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Define and apply the roles and responsibilities of a curator, including selecting work according to a theme or idea, making the work publicly visible, and articulating the reasons for curatorial decisions.	2. Apply and understand the roles and responsibilities of a curator, including selecting work according to a theme or idea, making the work publicly visible, and articulating the reasons for curatorial decisions.	2. Apply and understand the roles and responsibilities of a curator, including selecting work according to a theme or idea, making the work publicly visible, and articulating the reasons for curatorial decisions.
					3. Write an artist's statement that reflects their learning.	3. Write an artist's statement that reflects their learning.	3. Write an artist's statement that reflects their learning.	3. Write an artist's statement that includes artistic intention, processes, and specialized language.	3. Write an artist's statement that includes artistic intention, processes, and specialized language.	3. Write an artist's statement that includes artistic intention, processes, and specialized language.	3. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	3. Critique and analyze similarities, differences, and limitations associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	3. Present, critique and justify choices in the process of analyzing, selecting, curating, and presenting works of art for a specific exhibit or event.	
					4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.	4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	4. Understand how technologies impact the way artworks (i.e. two dimensional, three dimensional, digital) are preserved, presented, and experienced and apply appropriate application in a portfolio/ sketchbook or exhibition of			

VISUAL ARTS - Presenting 2

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.													
Enduring Understanding(s): 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 appreciation and understanding.													
Essential Question(s): What is an exhibition space? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?													
	Pre K VA.5.PR2.PK	Kindergarten VA.5.PR2.K	1st VA.5.PR2.1	2nd VA.5.PR2.2	3rd VA.5.PR2.3	4th VA.5.PR2.4	5th VA.5.PR2.5	6th VA.5.PR2.6	7th VA.5.PR2.7	8th VA.5.PR2.8	HS Proficient VA.5.PR2.HS1	HS Accomplished VA.5.PR2.HS2	HS Advanced VA.5.PR2.HS3
Exhibit/Share	1. Identify where art is displayed both in and outside of school.	1. Explain what an art museum is and distinguish how an art museum is different from other places in which art is displayed.	1. Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues.	1. Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues. (e.g. galleries, virtual, public spaces)	1. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community.	1. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community and personal experience	1. Cite evidence about how an exhibition in a museum or other venue presents an idea and provides information about a specific concept or topic.	1. Compare and contrast the experience of viewing art in different venues including virtual spaces. (e.g. galleries, public spaces, museums)	1. Compare and contrast the experience of viewing art in different venues including virtual spaces. (e.g. galleries, public spaces, museums)	1. Compare and contrast the experience of viewing art in different venues including virtual spaces. (e.g. galleries, public spaces, museums)	1. Individually or collaboratively plan, prepare, and present selected artworks for display and include informational materials for the viewer.	1. Individually plan, prepare, and present selected artworks for display and include informational materials for the viewer.	1. Individually plan, prepare, and present selected artworks for display and include informational materials for the viewer.
				2. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contribute to communities.	2. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	2. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	2. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces affect the personal experience	2. Understand why and how an exhibition or artworks may influence ideas, beliefs, and experiences.	2. Summarize and explain why and how an exhibition or artworks may influence ideas, beliefs and experiences.	2. Summarize and analyze why and how an exhibition or artworks may influence ideas, beliefs and experiences.	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).
							3. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	3. Understand how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).	3. Summarize and explain how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).	3. Summarize and analyze how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).	3. Write an artist statement that includes artistic intention, processes, and specialized language.	3. Write an artist statement that includes artistic intention, processes, and specialized language.	3. Write an artist statement that includes artistic intention, processes, and specialized language.
											4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork for a specific place.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting artwork for a specific place.

VISUAL ARTS - Presenting 3

Anchor Standard 6: Convey meaning through the presentation of artistic work.													
Enduring Understanding(s): Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.													
Essential Question(s): Why do people value objects, artifacts, and artworks, and select them for presentation? What criteria, methods and processes are used to select work for presentation or preservation? How are artworks cared for and by whom?													
	Pre K VA.6.PR3.PK	Kindergarten VA.6.PR3.K	1st VA.6.PR3.1	2nd VA.6.PR3.2	3rd VA.6.PR3.3	4th VA.6.PR3.4	5th VA.6.PR3.5	6th VA.6.PR3.6	7th VA.6.PR3.7	8th VA.6.PR3.8	HS Proficient VA.6.PR3.HS1	HS Accomplished VA.6.PR3.HS2	HS Advanced VA.6.PR3.HS3
Exhibit/Share	1. Identify reasons for saving and displaying objects, artifacts and artwork.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain choices.	1. Select art objects for personal portfolio and display and explain choices.	1. Select art objects for personal portfolio and display and explain choices.	1. Analyze and describe the impact that an exhibition or collection has on one's personal awareness of social, cultural, or political beliefs and understandings.	1. Analyze and describe the impact that an exhibition or collection has on one's personal awareness of social, cultural, or political beliefs and understandings through of body of evidence (e.g. artist statement, written critique, expository writing).	1. Analyze, describe, and present the impact that an exhibition or collection has on one's personal awareness of social, cultural, or political beliefs and understandings through of body of evidence (e.g. artist statement, written critique, expository writing).
			2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.	2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in presenting objects, artifacts, and artwork.	2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in preserving and presenting objects, artifacts, and artwork.	2. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	2. Make, explain, and justify connections between artists or artworks and social, cultural, and political history.	2. Make, explain, and justify connections between artists or artworks and social, cultural, and political history.	2. Make, explain, and justify connections between artists or artworks and social, cultural, and political history.
			3. Select artwork based on a theme or concept for an exhibit.	3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Select and analyze possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Understand the similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.	3. Understand similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.	3. Analyze similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.	3. Curate a collection of objects, artifacts, or artworks to impact the viewer's understanding of social, cultural and or political experiences.	3. Curate or design a collection of objects, artifacts, or artworks to impact the viewer's understanding of social, cultural and or political experiences in which includes a written summary.	c. Curate, design, and present a collection of objects, artifacts, or artworks to impact the viewer's understanding of social, cultural and or political experiences in which includes a written summary.
			4. Understand and examine how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	4. Examine and analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	4. Examine and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.							

VISUAL ARTS - Responding 1

Anchor Standard 7: Perceive and analyze artistic work.													
Enduring Understanding(s): 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.													
Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?													
	Pre K VA.7.RE1.PK	Kindergarten VA.7.RE1.K	1st VA.7.RE1.1	2nd VA.7.RE1.2	3rd VA.7.RE1.3	4th VA.7.RE1.4	5th VA.7.RE1.5	6th VA.7.RE1.6	7th VA.7.RE1.7	8th VA.7.RE1.8	HS Proficient VA.7.RE1.HS1	HS Accomplished VA.7.RE1.HS2	HS Advanced VA.7.RE1.HS3
Analyze/Interpret	1. Distinguish between different types of images and real objects (i.e. 2D & 3D).	1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D).	1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D).	1. Distinguish between different types of art (i.e. 2D & 3D) and what it represents.	1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.	1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art & principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art & principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art & principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art & principles of design).	1. Summarize and interpret how works of art or design can reveal cultural values, global contexts, and human experiences.	1. Analyze, summarize, and explain how works of art or design can reveal cultural values, global contexts, and human experiences.	1. Analyze, summarize, and defend how works of art or design can reveal cultural values, global contexts, and human experiences.
			2. Compare visual imagery that represents the same subject in different media.	2. Compare images that represent the same subject in different media.	2. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	2. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Explain how a person's aesthetic choices, responses to art, and methods of display are influenced by culture, environments, knowledge and experience.	2. Explain and defend how a person's aesthetic choices, responses to art, and methods of display are influenced by culture, environments, knowledge and experience either orally or in	2. Explain, analyze, and justify how a person's aesthetic choices, responses to art, and methods of display are influenced by culture, environments, knowledge and experience both
			3. Categorize visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	3. Using art vocabulary, analyze the components in visual imagery used that convey a message.	3. Identify and analyze cultural associations suggested by visual imagery.	3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.	3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.	3. Compare and contrast different media and contexts in which viewers encounter images that influence ideas, emotions and actions.	3. Identify, describe & differentiate processes an artist uses to create a work of art orally or in a written form.	3. Identify, describe & differentiate processes an artist uses to create a work of art in a written form.	3. Select, defend, & differentiate processes an artist uses to create a work of art in a written form.		

Anchor Standard 8: Interpret intent and meaning in artistic work.												
Enduring Understanding(s): People gain insights into meanings of artworks by engaging in the process of art criticism.												
Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art in the context of visual literacy? How does knowing and using visual art vocabularies help us understand and interpret works of art?												
Pre K VA.8.RE2.PK	Kindergarten VA.8.RE2.K	1st VA.8.RE2.1	2nd VA.8.RE2.2	3rd VA.8.RE2.3	4th VA.8.RE2.4	5th VA.8.RE2.5	6th VA.8.RE2.6	7th VA.8.RE2.7	8th VA.8.RE2.8	HS Proficient VA.8.RE2.HS1	HS Accomplished VA.8.RE2.HS2	HS Advanced VA.8.RE2.HS3
1. Interpret art by identifying and describing subject matter.	1. Interpret art by identifying subject matter and describing relevant details.	1. Interpret art by categorizing subject matter and identifying basic art elements.	1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements.	1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements.	1. Interpret art by referring to contextual information and analyzing relevant subject matter, formal art elements, and use of media.	1. Interpret art by analyzing the composition, contextual information, subject matter, formal art elements, and use of media to identify ideas and mood conveyed.	1. Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, composition, formal art elements, and use of media to identify ideas and mood conveyed.	1. Interpret art by analyzing art-making approaches, formal art elements, composition, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	1. Interpret art by analyzing how the interaction of subject matter, formal art elements, composition, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	1. Interpret art by analyzing how the interaction of subject matter, formal art elements, composition, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	1. Interpret and explain art by analyzing how the interaction of subject matter, formal art elements, composition, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	1. Interpret and explain art by analyzing how the interaction of subject matter, formal art elements, composition, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
				2. Interpret art by analyzing use of media.							2. Orally or in writing interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	

VISUAL ARTS - Responding 3

Anchor Standard 9: Apply criteria to evaluate artistic work.													
Enduring Understanding(s): People evaluate art based on various criteria.													
Essential Question(s): 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?													
	Pre K VA.9.RE3.PK	Kindergarten VA.9.RE3.K	1st VA.9.RE3.1	2nd VA.9.RE3.2	3rd VA.9.RE3.3	4th VA.9.RE3.4	5th VA.9.RE3.5	6th VA.9.RE3.6	7th VA.9.RE3.7	8th VA.9.RE3.8	HS Proficient VA.9.RE3.HS1	HS Accomplished VA.9.RE3.HS2	HS Advanced VA.9.RE3.HS3
Critique/Evaluate	1. Identify an artwork of preference.	1. Explain reasons for identifying an artwork of preference.	1. Identify artworks based on different reasons for preferences.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork either orally or in writing.	1. Use art vocabulary to explain and justify preferences about an artwork either orally or in writing.	1. Use art vocabulary to explain and justify preferences about an artwork both orally and in writing.
				2. Using visual evidence, evaluate an artwork based on a given criteria. (e.g. artistic styles, genres & media, historical & cultural contexts)	2. Using visual evidence, apply given criteria to evaluate more than one work of art. (e.g. artistic styles, genres & media, historical & cultural contexts)	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize and explain differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Distinguish and summarize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Distinguish, summarize, and justify differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	
									3. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on established criteria.	3. Compare, analyze, 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.	3. Compare, analyze, 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.	3. Compare, analyze, and distinguish 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.	3. Compare, analyze, and justify 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.
											4. Create a convincing and logical argument to support an evaluation of art.	4. Construct a convincing and logical argument to support an evaluation of art either orally or in writing.	4. Formulate a convincing and logical argument to support an evaluation of art in writing.

VISUAL ARTS - Connecting 1

<p><b>Anchor Standard 10:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  <b>Enduring Understanding(s):</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.  <b>Essential Question(s):</b> 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?</p>													
	Pre K VA.10.CO1.PK	Kindergarten VA.10.CO1.K	1st VA.10.CO1.1	2nd VA.10.CO1.2	3rd VA.10.CO1.3	4th VA.10.CO1.4	5th VA.10.CO1.5	6th VA.10.CO1.6	7th VA.10.CO1.7	8th VA.10.CO1.8	HS Proficient VA.10.CO1.HS1	HS Accomplished VA.10.CO1.HS2	HS Advanced VA.10.CO1.HS3
Synthesis/Transferring	1. Explore the world through descriptive and expressive works and art-making.	1. Use personal experiences and choices in making artworks.	1. Use and share personal experiences and interests in creating artwork.	1. Create works of art about events in home, school or community life (e.g. narrative, documentation).	1. Create works of art based on observations of surroundings.	1. Create works of art that reflect community cultural traditions.	1. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making	1. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	1. Create visual documentation of places and times in which people make and experience art or design in a community (e.g. visual & contextual research, sketches, photographs).	1. Combine and explain visual documentation of places and times in which people make and experience art or design in a community (e.g. visual & contextual research, sketches, photographs).	1. Explain and apply different ways art is used to represent, establish, reinforce, and reflect identity through various contexts (e.g. significant historical events, propaganda, spiritual traditions)	1. Explain and apply different ways art is used to represent, establish, reinforce, and reflect identity through various contexts (e.g. significant historical events, propaganda, spiritual traditions)	1. Explain and apply different ways art is used to represent, establish, reinforce, and reflect identity through various contexts (e.g. significant historical events, propaganda, spiritual traditions)
	2. Share memorable experiences of artworks.	2. Identify times, places, and reasons by which people make art.	2. Discuss and describe the meaning and purpose of an artwork.	2. Identify and show how artwork forms meanings, situations and/or culture (e.g. popular culture, online and local experiences).	2. Examine and apply personal and external resources, such as interests, research, and cultural understanding, to create artwork.	2. Examine and apply internal and external resources to create meaningful artwork that reflects interests, knowledge, research, and cultural understanding.	2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research to create artwork.	2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research to create artwork.	2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research to create artwork.	2. Examine, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	
											3. Identify how knowledge of culture, traditions, and history may influence personal responses to art.	3. Compare and contrast uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	3. Examine and explain the impact of an artist or a group of artists on society’s beliefs, values, and behaviors.

VISUAL ARTS - Connecting 2

Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.													
Enduring Understanding(s): People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.													
Essential Question(s): 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 society? How do ethics play a role in art and the creative process? How does art preserve aspects of													
	Pre K VA.11.CO2.PK	Kindergarten VA.11.CO2.K	1st VA.11.CO2.1	2nd VA.11.CO2.2	3rd VA.11.CO2.3	4th VA.11.CO2.4	5th VA.11.CO2.5	6th VA.11.CO2.6	7th VA.11.CO2.7	8th VA.11.CO2.8	HS Proficient VA.11.CO2.HS1	HS Accomplished VA.11.CO2.HS2	HS Advanced VA.11.CO2.HS3
Synthesize	1. Recognize that people make art.	1. Recognize that people make art for a variety of reasons.	1. Understand that people from different places and times have made art for a variety of reasons.	1. Compare and contrast cultural uses of artwork from different times and places.	1. Through observation, interpret information about time, place and culture in which a work of art was created.	1. Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences & global perspectives.	1. Identify how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Analyze how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Compare and contrast now art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (e.g. significant historical events, propaganda, spiritual traditions).	1. Access, evaluate and use internal and external resources, such as cultural and societal knowledge, experiences, interests, and research and exemplary works to create artwork.	1. Research, evaluate and apply internal and external resources, such as cultural and societal knowledge, experiences, interests, and research and exemplary works to create artwork.	1. Document, elaborate and annotate the process of developing ideas from early stages to the point of artistic realization.
	2. With guidance, relate art and everyday life.	2. With guidance, share ideas in relating artworks and everyday life, such as daily activities.	2. Discuss how artworks and ideas relate to everyday and cultural life.	2. Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences & global perspectives.	2. Identify how artworks and ideas relate to everyday and cultural life and can influence values and perceptions.	2. Explain verbally and/or in writing how artwork and ideas reflect everyday and cultural life (e.g. fantasy and reality, history, technology, popular culture).	2. Examine and discuss ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, discuss, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Document and annotate the process of developing ideas from early stages to fully elaborated ideas.	2. Document, elaborate, and annotate the process of developing ideas from early stages to the point of artistic realization.	2. Utilize and apply methods of inquiry such as observation, research, and experimentation to explore both familiar and unfamiliar subjects through art-making
													3. Utilize and apply methods of inquiry such as observation, research, and experimentation to explore both familiar and unfamiliar subjects through art-making.