

## Visual Arts Standards High School

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** 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.

**Essential Question:** 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?

HS Proficient VA.1.CR1.HS1	HS Accomplished VA.1.CR1.HS2	HS Advanced VA.1.CR1.HS3
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. 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. 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.

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**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** 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.

**Essential Question:** 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?

HS Proficient VA.2.CR2.HS1	HS Accomplished VA.2.CR2.HS2	HS Advanced VA.2.CR2.HS3
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 and 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 and principles of design, composition) in a variety of materials and methods.	1. Experiment, innovate, and take risks to pursue original artistic ideas, forms, and meanings.
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. 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 concept.
4. Organize, present, and document a body of	4. Organize, present, and document a detailed	4. Organize, present, and document a detailed

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HS Proficient VA.2.CR2.HS1	HS Accomplished VA.2.CR2.HS2	HS Advanced VA.2.CR2.HS3
evidence that demonstrates the artistic process from start to finish.	body of evidence that thoroughly demonstrates the artistic process.	body of evidence that thoroughly demonstrates a variety of artistic processes.

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**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Essential Question:** 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?

HS Proficient VA.3.CR3.HS1	HS Accomplished VA.3.CR3.HS2	HS Advanced VA.3.CR3.HS3
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. 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 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. 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.

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**Anchor Standard 4:** Presenting-Analyze, interpret and select artistic work for presentation.

**Enduring Understanding:** 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:** 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?

HS Proficient VA.4.PR1.HS1	HS Accomplished VA.4.PR1.HS2	HS Advanced VA.4.PR1.HS3
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. 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.	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.	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.
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 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 artwork.

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**Anchor Standard 5:** Presenting-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** 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:** 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?

HS Proficient VA.5.PR2.HS1	HS Accomplished VA.5.PR2.HS2	HS Advanced VA.5.PR2.HS3
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. 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. 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.

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**Anchor Standard 6:** Presenting-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** 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:** 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?

HS Proficient VA.6.PR3.HS1	HS Accomplished VA.6.PR3.HS2	HS Advanced VA.6.PR3.HS3
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. 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. 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.	3. 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.

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**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Enduring Understanding:** 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:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

HS Proficient VA.7.RE1.HS1	HS Accomplished VA.7.RE1.HS2	HS Advanced VA.7.RE1.HS3
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. 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 writing.	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 orally and in writing.
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.

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**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Question:** 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?

HS Proficient VA.1.RE2.HS1	HS Accomplished VA.1.RE2.HS2	HS Advanced VA.1.RE2.HS3
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. 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.	2. Orally or in writing Identify types of contextual information that justifies various interpretations of an artwork or collection of works.	2. In written form, demonstrate critical analysis by examining different interpretations of an artwork or collection of works.

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**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Question:** 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?

HS Proficient VA.9.RE3.HS1	HS Accomplished VA.9.RE3.HS2	HS Advanced VA.9.RE3.HS3
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. 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, 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. 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.	4. Formulate and defend a convincing and logical argument to support an evaluation of art both orally and in writing.

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**Anchor Standard 10:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question:** 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?

HS Proficient VA.10.CO1.HS1	HS Accomplished VA.10.CO1.HS2	HS Advanced VA.10.CO1.HS3
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. 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.

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**Anchor Standard 11:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Question:** 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 life?

HS Proficient VA.11.CO2.HS1	HS Accomplished VA.11.CO2.HS2	HS Advanced VA.11.CO2.HS3
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. 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.	3. Synthesize and apply knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art and design.