



Oregon Visual Arts Standards

Grades preK-12

VERSION 1.0



OREGON
DEPARTMENT OF
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Visual Arts Standards: PreK-3

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

VA.1.CR1 Grade Level Standards PreK-3

Pre K VA.1.CR1.PK

1. With guided support, share ideas and ways to produce art.
2. With guided support, utilize play and imagination to generate ideas for art works.

Kindergarten VA.1.CR1.K

1. With guided support, utilize play and imagination to generate ideas for an artwork.
2. Collaboratively engage in art making in response to an artistic problem using models, master art prints or other visuals.

1st Grade VA.1.CR1.1

1. With support, develop an idea for an artwork based on a theme (e.g. personal or family story).
2. Use observation and investigation to make a work of art.
3. Engage in focused mark making.

2nd Grade VA.1.CR1.2

1. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
2. Share imaginative ways that art works could be used to communicate a narrative, experience or idea.
3. Collaboratively brainstorm multiple approaches to a problem.

3rd Grade VA.1.CR1.3

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).
2. Apply knowledge of available resources, tools, and technologies to investigate one's own ideas through the art- making process.
3. Constructively use and explore materials in creating a work of art or design to communicate an idea.



Enduring Understandings VA.1.CR1

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 Questions VA.1.CR1

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?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

VA.2.CR2 Grade Level Standards PreK-3

Pre K VA.2.CR2.PK

1. Share, care, and use a variety of art materials and equipment.
2. Create and tell about art that communicates a story about a familiar place or object.

Kindergarten VA.2.CR2.K

1. Through experimentation, build skills in various media and approaches to art-making.
2. Identify safe and non-toxic art materials, tools, and equipment.
3. Create art that represents natural and constructed environments.

1st Grade VA.2.CR2.1

1. Explore uses of materials and tools to create works of art or design.
2. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
3. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

2nd Grade DA2.CR2.2

1. Experiment with various materials and tools to explore personal interests in a work of art or design.
2. Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces.
3. Repurpose objects to make something new.

3rd Grade VA.2.CR2.3

1. Create personally satisfying artwork using a variety of artistic processes and materials.
2. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
3. Individually or collaboratively construct representations, diagrams, or maps of places that are part of the students' everyday lives.

Enduring Understandings VA.2.CR2

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 Questions VA.2.CR2

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?

Anchor Standard 3: Create – Refine and complete artistic work.

VA.3.CR3 Grade Level Standards PreK-3

Pre K VA.3.CR3.PK

1. Develop art skills through repetition and practice.
2. Share and talk about artwork.

Kindergarten VA.3.CR3.K

1. Develop art skills through repetition and practice.
2. Share and talk about artwork using art vocabulary.

1st Grade VA.3.CR3.1

1. Refine and enhance art skills through repetition and practice.
2. Using art vocabulary, describe personal artistic choices.

2nd Grade VA.3.CR3.2

1. Improve and elaborate on aesthetic and technical aspects of artwork based on classroom discussion.
2. Using art vocabulary, describe personal artistic choices.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.

3rd Grade VA.3.CR3.3

1. Refine and adapt media art works in consideration of audience, and the context of the work.
2. Choose from experimental approaches and techniques to determine the most effective solution.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.

Enduring Understanding VA.3.CR3

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

Essential Questions VA.3.CR3

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?

Anchor Standard 4: Present – Select, analyze and interpret artistic work for presentation.

VA.4.PR1 Grade Level Standards PreK-3

Pre K VA.4.PR1.PK

1. Explain the purpose of a portfolio or collection.

Kindergarten VA.4.PR1.K

1. Select personal works of art for a portfolio or a collection of evidence.

1st Grade VA.4.PR1.1

1. Organize their artwork in a portfolio and explain the process.

2nd Grade VA.4.PR1.2

1. Organize their artwork in a portfolio and explain the process.
2. Learn about materials or artistic techniques for preparing artwork for presentation.

3rd Grade VA.4.PR1.3

1. Select artworks to put into their portfolio and explain why they chose those specific works.
2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook).
3. Write an artist's statement that reflects their learning.

Enduring Understanding VA.4.PR1

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 Questions VA.4.PR1

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?

Anchor Standard 5: Present – Develop and refine artistic techniques and work for presentation.

VA.5.PR2 Grade Level Standards PreK-3

Pre K VA.5.PR2.PK

1. Identify where art is displayed both in and outside of school.

Kindergarten VA.5.PR2.K

1. Explain what an art museum is and distinguish how an art museum is different from other places in which art is displayed.

1st Grade VA.5.PR2.1

1. Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues.

2nd Grade VA.5.PR2.2

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).
2. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contribute to communities.

3rd Grade VA.5.PR2.3

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

Enduring Understanding VA.5.PR2

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 Questions VA.5.PR2

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?

Anchor Standard 6: Present – Convey meaning through the presentation of artistic work.

VA.6.PR3 Grade Level Standards PreK-3

Pre K VA.6.PR3.PK

1. Identify reasons for saving and displaying objects, artifacts and artwork.

Kindergarten VA.6.PR3.K

1. Select art objects for personal portfolio and display and explain why they were chosen.

1st Grade VA.6.PR3.1

1. Select art objects for personal portfolio and display and explain why they were chosen.
2. Explain why some objects, artifacts, and artworks are preferred.

2nd Grade VA.6.PR3.2

1. Select art objects for personal portfolio and display and explain why they were chosen.
2. Explain why some objects, artifacts, and artworks are preferred.
3. Select artwork based on a theme or concept for an exhibit.

3rd Grade VA.6.PR3.3

1. Select art objects for personal portfolio and display and explain why they were chosen.
2. Explain why some objects, artifacts, and artworks are preferred.
3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.

Enduring Understanding VA.6.PR3

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 Questions VA.6.PR3

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?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

VA.7.RE1 Grade Level Standards PreK-3

Pre K VA.7.RE1.PK

1. Distinguish between different types of images and real objects (i.e. 2D & 3D).

Kindergarten VA.7.RE1.K

1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D).

1st Grade VA.7.RE1.1

1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D).
2. Compare visual imagery that represents the same subject in different media.

2nd Grade VA.7.RE1.2

1. Distinguish between different types of art (i.e. 2D & 3D) and what it represents.
2. Compare images that represent the same subject in different media.
3. Categorize visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).

3rd Grade VA.7.RE1.3

1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.
2. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).

Enduring Understanding VA.7.RE1

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 Questions VA.7.RE1

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

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

VA.8.RE2 Grade Level Standards PreK-3

Pre K VA.8.RE2.PK

1. Interpret art by identifying and describing subject matter.

Kindergarten VA.8.RE2.K

1. Interpret art by identifying subject matter and describing relevant details.

1st Grade VA.8.RE2.1

1. Interpret art by categorizing subject matter and identifying basic art elements.

2nd Grade VA.8.RE2.2

1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements.

3rd Grade VA.8.RE2.3

1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements.
2. Interpret art by analyzing use of media.

Enduring Understanding VA.8.RE2

People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question VA.8.RE2

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?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

VA.9.RE3 Grade Level Standards PreK-3

Pre K VA.9.RE3.PK

1. Identify an artwork of preference.

Kindergarten VA.9.RE3.K

1. Explain reasons for identifying an artwork of preference.

1st Grade VA.9.RE3.1

1. Identify artworks based on different reasons for preferences.

2nd Grade VA.9.RE3.2

1. Use art vocabulary to express preferences about an artwork.

3rd Grade VA.9.RE3.3

1. Use art vocabulary to express preferences about an artwork.
2. Using visual evidence, evaluate an artwork based on a given criteria (e.g. artistic styles, genres & media, historical & cultural contexts).

Enduring Understanding VA.9.RE3

People evaluate art based on various criteria.

Essential Questions VA.9.RE3

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?

Anchor Standard 10: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA.10.CO1 Grade Level Standards PreK-3

Pre K VA.10.CO1.PK

1. Explore the world through descriptive and expressive works and art-making.

Kindergarten VA.10.CO1.K

1. Use personal experiences and choices in making artworks.
2. Share memorable experiences of artworks.

1st Grade VA.10.CO1.1

1. Use and share personal experiences and interests in creating artwork.
2. Identify times, places, and reasons by which people make art.

2nd Grade VA.10.CO1.2

1. Create works of art about events in home, school or community life (e.g. narrative, documentation).
2. Discuss and describe the meaning and purpose of an artwork.

3rd Grade VA.10.CO1.3

1. Create works of art based on observations of surroundings.
2. Identify and show how artwork forms meanings, situations and/or culture (e.g. popular culture, online and local experiences).

Enduring Understanding VA.10.CO1

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

Essential Questions VA.10.CO1

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?

Anchor Standard 11: Connect – Synthesize and relate knowledge and personal experiences to make art.

VA.11.CO2 Grade Level Standards PreK-3

Pre K VA.11.CO2.PK

1. Recognize that people make art.
2. With guidance, relate art and everyday life.

Kindergarten VA.11.CO2.K

1. Recognize that people make art for a variety of reasons.
2. With guidance, share ideas in relating artworks and everyday life, such as daily activities.

1st Grade VA.11.CO2.1

1. Understand that people from different places and times have made art for a variety of reasons.
2. Discuss how artworks and ideas relate to everyday and cultural life.

2nd Grade VA.11.CO2.2

1. Compare and contrast cultural uses of artwork from different times and places.
2. Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences & global perspectives.

3rd Grade VA.11.CO2.3

1. Through observation, interpret information about time, place and culture in which a work of art was created.
2. Identify how artworks and ideas relate to everyday and cultural life and can influence values and perceptions.

Enduring Understanding VA.11.CO2

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

Essential Questions VA.11.CO2

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?

Visual Arts Standards 4-8

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

VA.1.CR1 Grade Level Standards 4-8

4th Grade VA.1.CR1.4

1. Generate and research ideas for artwork that draw upon specific moods, feelings, or themes.
2. Imagine and articulate numerous approaches for composition.
3. Constructively use, explore and manipulate materials and organizational principles to create a work of art that communicates an idea.

5th Grade VA.1.CR1.5

1. Generate ideas for an artwork based on cultural influences or social issues.
2. Use formal and conceptual vocabularies of art and design to describe a work of art (e.g. elements & principles of design).
3. Constructively design and manipulate materials, organizational and compositional elements to make meaning in a work of art.

6th Grade VA.1.CR1.6

1. Formulate an artistic investigation of personally relevant content for creating art.
2. Imagine, research, and articulate numerous approaches in generating ideas for content and composition.
3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.

7th Grade VA.1.CR1.7

1. Use a variety of strategies to formulate an idea bank of current interests and concerns that could be explored through artistic inquiry.
2. Use creative methods such as envisioning, intuition, play, modeling, and improvisation to discover the technical characteristics and expressive possibilities of various media.
3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.

8th Grade VA.1.CR1.8

1. Collaboratively identify and elaborate on contemporary themes in the local and global community that could be explored in art making.
2. Use contextual research to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques and organizational structures.
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.
4. Document early stages of the creative process visually and verbally in traditional or new media.

Enduring Understandings VA.1.CR1

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 Questions VA.1.CR1

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?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

VA.2.CR2 Grade Level Standards 4-8

4th Grade VA.2.CR2.4

1. Explore art-making techniques and approaches that reflect consideration to form and structure (i.e. organizational principles and expressive features).
2. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
3. Document, describe, and represent regional/state environments and histories.
4. Collect a body of evidence that documents the artistic process.

5th Grade VA.2.CR2.5

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).
2. Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.
3. Identify, describe, and visually document objects of personal significance.
4. Show a body of evidence that documents the artistic process.

6th Grade VA.2.CR2.6

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).
2. Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.
3. Design or redesign objects, places, or systems that meet the identified needs of diverse users through complete documentation of 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.

7th Grade DA2.CR2.7

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).
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.
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.
4. Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons.

8th Grade VA.2.CR2.8

1. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making and designing with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design, composition).
2. 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.
3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.
4. Organize, present, and document a body of evidence that demonstrates the artistic process from start to finish.

Enduring Understandings VA.2.CR2

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 Questions VA.2.CR2

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?

Anchor Standard 3: Create – Refine and complete artistic work.

VA.3.CR3 Grade Level Standards 4-8

4th Grade VA.3.CR3.4

1. Revise artwork in progress on the basis of insights gained through instructor feedback and peer discussion.
2. Choose from among experimental approaches and techniques to determine the most effective solution.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.

5th Grade VA.3.CR3.5

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.
2. Choose from multiple approaches and techniques to determine the most effective solution.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.
4. Write an artist statement utilizing art vocabularies demonstrating choices made in art-making.

6th Grade VA.3.CR3.6

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.
2. Choose from among experimental approaches and techniques to determine the most effective solution.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.
4. Reflect on whether one's artwork conveys the intended meaning and revise accordingly.

7th Grade VA.3.CR3.7

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.
2. Choose from among experimental approaches and techniques to determine the most effective solution.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.
4. Reflect on and explain important information about personal artwork in an artist statement or another format.

8th Grade VA.3.CR3.8

1. Refine and adapt art works in consideration of the audience, and context of the work with consideration to developing technical skills and organizational principles.

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.
3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.
4. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Enduring Understanding VA.3.CR3

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

Essential Questions VA.3.CR3

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?

Anchor Standard 4: Present – Select, analyze and interpret artistic work for presentation.

VA.4.PR1 Grade Level Standards 4-8

4th Grade VA.4.PR1.4

1. Select artworks to put into their portfolio and explain why they chose those specific works.
2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).
3. Write an artist's statement that reflects their learning.

5th Grade VA.4.PR1.5

1. Select artworks to put into their portfolio and explain why they chose those specific works.
2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).
3. Write an artist's statement that reflects their learning.

6th Grade VA.4.PR1.6

1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.
2. Present and defend a body of evidence that shows the artistic process and prepare it for presentation (e.g. sketchbook, portfolio, digital format).
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.

7th Grade VA.4.PR1.7

1. Individually or collaboratively plan, prepare, and present selected works 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).
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.

8th Grade VA.4.PR1.8

1. Individually or collaboratively plan, prepare, and present selected works 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).
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.

Enduring Understanding VA.4.PR1

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 Questions VA.4.PR1

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?

Anchor Standard 5: Present – Develop and refine artistic techniques and work for presentation.

VA.5.PR2 Grade Level Standards 4-8

4th Grade VA.5.PR2.4

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

5th Grade VA.5.PR2.5

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

6th Grade VA.5.PR2.6

1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).
2. Understand why and how an exhibition or artworks may influence ideas, beliefs, and experiences.
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).

7th Grade VA.5.PR2.7

1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).
2. Summarize and explain why and how an exhibition or artworks may influence ideas, beliefs and experiences.
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).

8th Grade VA.5.PR2.8

1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).
2. Summarize and analyze why and how an exhibition or artworks may influence ideas, beliefs and experiences.
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).

Enduring Understanding VA.5.PR2

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 Questions VA.5.PR2

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?

Anchor Standard 6: Present – Convey meaning through the presentation of artistic work.

VA.6.PR3 Grade Level Standards 4-8

4th Grade VA.6.PR3.4

1. Select art objects for personal portfolio and display and explain why they were chosen.
2. Explain why some objects, artifacts, and artworks are preferred.
3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.
4. Understand and examine how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

5th Grade VA.6.PR3.5

1. Select art objects for personal portfolio and display and explain why they were chosen.
2. Explain why some objects, artifacts, and artworks are preferred.
3. Select and analyze possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.
4. Examine and analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

6th Grade VA.6.PR3.6

1. Select art objects for personal portfolio and display and explain choices.
2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in presenting objects, artifacts, and artwork.
3. Understand the similarities and differences associated in presenting two- dimensional, three- dimensional, and digital artwork.

7th Grade VA.6.PR3.7

1. Select art objects for personal portfolio and display and explain choices.
2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in preserving and presenting objects, artifacts, and artwork.
3. Understand similarities and differences associated in presenting two- dimensional, three- dimensional, and digital artwork.
4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

8th Grade VA.6.PR3.8

1. Select art objects for personal portfolio and display and explain choices.
2. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
3. Analyze similarities and differences associated in presenting two- dimensional, three- dimensional, and digital artwork.

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

Enduring Understanding VA.6.PR3

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 Questions VA.6.PR3

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?

Anchor Standard 7: Respond – Perceive and analyze artistic work,

VA.7.RE1 Grade Level Standards 4-8

4th Grade VA.7.RE1.4

1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.
2. Describe 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.

5th Grade VA.7.RE1.5

1. 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.
3. Identify and analyze cultural associations suggested by visual imagery.

6th Grade VA.7.RE1.6

1. 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.
3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.

7th Grade VA.7.RE1.7

1. 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.
3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.

8th Grade VA.7.RE1.8

1. 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.
3. Compare and contrast different media and contexts in which viewers encounter images that influence ideas, emotions and actions.

Enduring Understanding VA.7.RE1

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 Questions VA.7.RE1

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

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

VA.8.RE2 Grade Level Standards 4-8

4th Grade VA.8.RE2.4

1. Interpret art by referring to contextual information and analyzing relevant subject matter, formal art elements, and use of media.

5th Grade VA.8.RE2.5

1. Interpret art by analyzing the composition, contextual information, subject matter, formal art elements, and use of media to identify ideas and mood conveyed.

6th Grade VA.8.RE2.6

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.

7th Grade VA.8.RE2.7

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.

8th Grade VA.8.RE2.8

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.

Enduring Understanding VA.8.RE2

People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions VA.8.RE2

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?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

VA.9.RE3 Grade Level Standards 4-8

4th Grade VA.9.RE3.4

1. Use art vocabulary to express preferences about an artwork.
2. Using visual evidence, apply given criteria to evaluate more than one work of art (e.g. artistic styles, genres and media, historical and cultural contexts).

5th Grade VA.9.RE3.5

1. Use art vocabulary to express preferences about an artwork.
2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media, as well as cultural and historical contexts.

6th Grade VA.9.RE3.6

1. Use art vocabulary to express preferences about an artwork.
2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.

7th Grade VA.9.RE3.7

1. Use art vocabulary to express preferences about an artwork.
2. Recognize 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.

8th Grade VA.9.RE3.8

1. Use art vocabulary to express preferences about an artwork.
2. Recognize 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.
4. Create a convincing and logical argument to support an evaluation of art.

Enduring Understanding VA.9.RE3

People evaluate art based on various criteria

Essential Question VA.9.RE3

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?

Anchor Standard 10: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA.10.CO1 Grade Level Standards 4-8

4th Grade VA.10.CO1.4

1. Create works of art that reflect community cultural traditions.
2. Examine and apply personal and external resources, such as interests, research, and cultural understanding, to create artwork.

5th Grade VA.10.CO1.5

1. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
2. Examine and apply internal and external resources to create meaningful artwork that reflects interests, knowledge, research, and cultural understanding.

6th Grade VA.10.CO1.6

1. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research to create artwork.

7th Grade VA.10.CO1.7

1. Create visual documentation of places and times in which people make and experience art or design in a community (e.g. visual and contextual research, sketches, photographs).
2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research and exemplary works to create artwork.

8th Grade VA.10.CO1.8

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 and contextual research, sketches, photographs).
2. Access, evaluate and use internal and external resources, such as cultural and social knowledge, experiences, interests, and research and exemplary works.

Enduring Understanding VA.10.CO1

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

Essential Questions VA.10.CO1

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?

Anchor Standard 11: Connect – Synthesize and relate knowledge and personal experiences to make art.

VA.11.CO2 Grade Level Standards 4-8

4th Grade VA.11.CO2.4

1. Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences and global perspectives.
2. Explain verbally and/or in writing how artwork and ideas reflect every day and cultural life (e.g. fantasy and reality, history, technology, popular culture).

5th Grade VA.11.CO2.5

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.
2. Examine and discuss ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright).

6th Grade VA.11.CO2.6

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.
2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).

7th Grade VA.11.CO2.7

1. Compare and contrast 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.
2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).

8th Grade VA.11.CO2.8

1. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (e.g. significant historical events, propaganda, spiritual traditions).
2. Examine, discuss, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).

Enduring Understanding VA.11.CO2

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

Essential Questions VA.11.CO2

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?

Visual Arts Standards 9-12

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

VA.1.CR1 Grade Level Standards HS

HS Proficient VA.1.CR1.HS1

1. Identify and elaborate on themes in the local and global community that could be explored in art making.
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.
3. Individually and/or collaboratively design an object or artwork that is based on a need, theme, or aesthetics that demonstrates developing technical skill.

HS Accomplished VA.1.CR1.HS2

1. Building on previous artwork, generate and elaborate on themes personally, locally and globally.
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.
3. Individually design an object or artwork that is based on aesthetics, original idea, or critical observation that demonstrates technical skill.

HS Advanced VA.1.CR1.HS3

1. Visualize and generate plans for ideas, themes, and directions for creating art that reflect autonomy and creative risks.
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. 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.

Enduring Understandings VA.1.CR1

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 Questions VA.1.CR1

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?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

VA.2.CR2 Grade Level Standards HS

HS Proficient VA.2.CR2.HS1

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).
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.
4. Organize, present, and document a body of evidence that demonstrates the artistic process from start to finish.

HS Accomplished VA.2.CR2.HS2

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.
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.
3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.
4. Organize, present, and document a detailed body of evidence that thoroughly demonstrates the artistic process.

HS Advanced VA.2.CR2.HS3

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.
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 detailed body of evidence that thoroughly demonstrates a variety of artistic processes.

Enduring Understandings VA.2.CR2

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 Questions VA.2.CR2

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?

Anchor Standard 3: Create – Refine and complete artistic work.

VA.3.CR3 Grade Level Standards HS

HS Proficient VA.3.CR3.HS1

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.
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.
3. Utilize personal reflection and critical feedback to refine and improve technical proficiency, intentionality, aesthetic judgment and expressive capability.
4. Document and explain important information about one's artwork and artistic process verbally and in writing.

HS Accomplished VA.3.CR3.HS2

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.
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.
3. Utilize personal reflection and critical feedback to synthesize and refine technical proficiency, intentionality, aesthetic judgment and expressive capability.
4. Thoroughly document and explain important information about one's artwork and artistic process verbally and in writing.

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 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 one's own artistic intention and make necessary adjustments for the most effective solution.
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. Thoroughly document and explain important information about one's artwork and artistic process, visually, verbally and in writing.

Enduring Understanding VA.3.CR3

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

Essential Questions VA.3.CR3

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?

Anchor Standard 4: Present – Select, analyze and interpret artistic work for presentation.

VA.4.PR1 Grade Level Standards HS

HS Proficient VA.4.PR1.HS1

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.
3. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

HS Accomplished VA.4.PR1.HS2

1. Select, analyze and explain choices of objects for personal portfolio and display (e.g. sketchbooks, digital portfolios, exhibition).
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. Critique and analyze similarities, differences, and limitations associated with preserving and presenting two-dimensional, three dimensional, and digital artwork.
4. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

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).
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. Present, critique and justify choices in the process of analyzing, selecting, curating, and presenting works of art for a specific exhibit or event.
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.

Enduring Understanding VA.4.PR1

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 Questions VA.4.PR1

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?

Anchor Standard 5: Present – Develop and refine artistic techniques and work for presentation.

VA.5.PR2 Grade Level Standards HS

HS Proficient VA.5.PR2.HS1

1. Individually or collaboratively 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).
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.

HS Accomplished VA.5.PR2.HS2

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).
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 for a specific place.

HS Advanced VA.5.PR2.HS3

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).
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 for a specific place.

Enduring Understanding VA.5.PR2

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 Questions VA.5.PR2

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?

Anchor Standard 6: Present – Convey meaning through the presentation of artistic work.

VA.6.PR3 Grade Level Standards HS

HS Proficient VA.6.PR3.HS1

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.
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.

HS Accomplished VA.6.PR3.HS2

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).
2. Make, explain, and justify connections between artists or artworks and social, cultural, and political history.
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.

HS Advanced VA.6.PR3.HS3

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.
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.

Enduring Understanding VA.6.PR3

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 Questions VA.6.PR3

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?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

VA.7.RE1 Grade Level Standards HS

HS Proficient VA.7.RE1.HS1

1. Summarize and interpret 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.
3. Identify, describe & differentiate processes an artist uses to create a work of art orally or in a written form.

HS Accomplished VA.7.RE1.HS2

1. Analyze, summarize, and explain how works of art or design can reveal cultural values, global contexts, and human experiences.
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.
3. Identify, describe & differentiate processes an artist uses to create a work of art in a written form.

HS Advanced VA.7.RE1.HS3

1. Analyze, summarize, and defend how works of art or design can reveal cultural values, global contexts, and human experiences.
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. Select, defend, & differentiate processes an artist uses to create a work of art in a written form.

Enduring Understanding VA.7.RE1

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 Questions VA.7.RE1

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

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

VA.8.RE2 Grade Level Standards HS

HS Proficient VA.8.RE2.HS1

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.
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.

HS Accomplished VA.8.RE2.HS2

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 Identify types of contextual information that justifies various interpretations of an artwork or collection of works.

HS Advanced VA.8.RE2.HS3

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. In written form, demonstrate critical analysis by examining different interpretations of an artwork or collection of works.

Enduring Understanding VA.8.RE2

People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions VA.8.RE2

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?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

VA.9.RE3 Grade Level Standards HS

HS Proficient VA.9.RE3.HS1

1. Use art vocabulary to express preferences about an artwork either orally or 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.
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.
4. Construct a convincing and logical argument to support an evaluation of art either orally or in writing.

HS Accomplished VA.9.RE3.HS2

1. Use art vocabulary to explain and justify preferences about an artwork either orally or in writing.
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.
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.
4. Formulate a convincing and logical argument to support an evaluation of art in writing.

HS Advanced VA.9.RE3.HS3

1. Use art vocabulary to explain and justify preferences about an artwork both orally and in writing.
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 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. Formulate and defend a convincing and logical argument to support an evaluation of art both orally and in writing.

Enduring Understanding VA.9.RE3

People evaluate art based on various criteria.

Essential Questions VA.9.RE3

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?

Anchor Standard 10: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA.10.CO1 Grade Level Standards HS

HS Proficient VA.10.CO1.HS1

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).
3. Identify how knowledge of culture, traditions, and history may influence personal responses to art.

HS Accomplished VA.10.CO1.HS2

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).
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.

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).
2. Examine, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).
3. Examine and explain the impact of an artist or a group of artists on society's beliefs, values, and behaviors.

Enduring Understanding VA.10.CO1

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

Essential Questions VA.10.CO1

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?

Anchor Standard 11: Connect – Synthesize and relate knowledge and personal experiences to make art.

VA.11.CO2 Grade Level Standards HS

HS Proficient VA.11.CO2.HS1

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.
2. Document and annotate the process of developing ideas from early stages to fully elaborated ideas.

HS Accomplished VA.11.CO2.HS2

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.
2. Document, elaborate, and annotate the process of developing ideas from early stages to the point of artistic realization.
3. Utilize and apply methods of inquiry such as observation, research, and experimentation to explore both familiar and unfamiliar subjects through art-making.

HS Advanced VA.11.CO2.HS3

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

Enduring Understanding VA.11.CO2

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

Essential Questions VA.11.CO2

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?