

Visual Arts Standards Grades 4-8

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?

4th VA.1.CR1.4	5th VA.1.CR1.5	6th VA.1.CR1.6	7th VA.1.CR1.7	8th VA.1.CR1.8
1. Generate and research ideas for artwork that draw upon specific moods, feelings, or themes.	1. Generate ideas for an artwork based on cultural influences or social issues.	1. Formulate an artistic investigation of personally relevant content for creating art.	1. Use a variety of strategies to formulate an idea bank of current interests and concerns that could be explored through artistic inquiry.	1. Collaboratively identify and elaborate on contemporary themes in the local and global community that could be explored in art making.
2. Imagine and articulate numerous approaches for composition.	2. Use formal and conceptual vocabularies of art and design to describe a work of art (e.g. elements & principles of design).	2. Imagine, research, and articulate numerous approaches in generating ideas for content and composition.	2. Use creative methods such as envisioning, intuition, play, modeling, and improvisation to discover the technical characteristics and expressive possibilities of various media.	2. Use contextual research to generate ideas and to produce a work of art that demonstrates understanding of artistic techniques and organizational structures.
3. Constructively use, explore and manipulate materials and organizational principles to create a work of art that communicates an idea.	3. Constructively design and manipulate materials, organizational and compositional elements to make meaning in a work of art.	3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.	3. Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.	3. Individually and/or collaboratively design an object or art work that is based on a need, theme, or aesthetics that demonstrates developing technical skill.
				4. Document early stages

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				of the creative process visually and verbally in traditional or new media.

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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?

4th VA.2.CR2.4	5th VA.2.CR2.5	6th VA.2.CR2.6	7th VA.2.CR2.7	8th VA.2.CR2.8
1. Explore art-making techniques and approaches that reflect consideration to form and structure (i.e. organizational principles and expressive features).	1. Experiment and develop skills in multiple art-making techniques and approaches that reflect knowledge of form and structure (i.e. organizational principles and expressive features).	1. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design with attention to quality craftsmanship and organizational structures (i.e. elements & principles of design).	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).	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. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	2. Demonstrate quality craftsmanship through care for and use materials, tools, and equipment.	2. Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.	2. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social	2. Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to

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			media, and other communication formats.	creating works of art and design.
3. Document, describe, and represent regional/state environments and histories.	3. Identify, describe, and visually document objects of personal significance.	3. Design or redesign objects, places, or systems that meet the identified needs of diverse users through complete documentation of the artistic process.	3. Apply visual organization strategies to design and produce a work of art that clearly communicates a message and produces a body of evidence that documents the process.	3. Select, organize, and design images and works to make visually clear and compelling compositions that demonstrate appropriate technical and expressive attributes.
4. Collect a body of evidence that documents the artistic process.	4. Show a body of evidence that documents the artistic process.	4. Review the ethical responsibility of posting and sharing images and other materials on the Internet, through social media and other communication.	4. Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons.	4. Organize, present, and document a body of evidence that demonstrates the artistic process from start to finish.

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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?

4th VA.3.CR3.4	5th VA.3.CR3..5	6th VA.3.CR3.6	7th VA.3.CR3.7	8th VA.3.CR3.8
1. Revise artwork in progress on the basis of insights gained through instructor feedback and peer discussion.	1. Refine and adapt art works in consideration of audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of the audience, and the context of the work with consideration to developing technical skills and organizational principles.	1. Refine and adapt art works in consideration of the audience, and 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.	2. Choose from multiple approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. Choose from among experimental approaches and techniques to determine the most effective solution.	2. 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.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.

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4th VA.3.CR3.4	5th VA.3.CR3.5	6th VA.3.CR3.6	7th VA.3.CR3.7	8th VA.3.CR3.8
	4. Write an artist statement utilizing art vocabularies demonstrating choices made in art-making.	4. Reflect on whether one's artwork conveys the intended meaning and revise accordingly.	4. Reflect on and explain important information about personal artwork in an artist statement or another format.	4. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

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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?

4th VA.4.PR1.4	5th VA.4.PR1.5	6th VA.4.PR1.6	7th VA.4.PR1.7	8th VA.4.PR1.8
1. Select artworks to put into their portfolio and explain why they chose those specific works.	1. Select artworks to put into their portfolio and explain why they chose those specific works.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.	1. Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.
2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook, digital format).	2. Present and defend a body of evidence that shows the artistic process and prepare it for presentation (e.g. sketchbook, portfolio, 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's statement that reflects their learning.	3. Write an artist's statement that reflects their learning.	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.	4. Compare and contrast the safe and effective use of materials and techniques for preparing and presenting 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?

4th VA.5.PR2.4	5th VA.5.PR2.5	6th VA.5.PR2.6	7th VA.5.PR2.7	8th VA.5.PR2.8
1. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community and personal experience.	1. Cite evidence about how an exhibition in a museum or other venue presents an idea and provides information about a specific concept or topic.	1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).	1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).	1. Compare and contrast the experience of viewing art in different venues including virtual spaces (e.g. galleries, public spaces, museums).
2. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	2. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces affect the personal experience.	2. Understand why and how an exhibition or artworks may influence ideas, beliefs, and experiences.	2. Summarize and explain why and how an exhibition or artworks may influence ideas, beliefs and experiences.	2. Summarize and analyze why and how an exhibition or artworks may influence ideas, beliefs and experiences.
	3. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	3. Understand how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).	3. Summarize and explain how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).	3. Summarize and analyze how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).

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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?

4th VA.6.PR3.4	5th VA.6.PR3.5	6th VA.6.PR3.6	7th VA.6.PR3.7	8th VA.6.PR3.8
1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain choices.	1. Select art objects for personal portfolio and display and explain choices.	1. Select art objects for personal portfolio and display and explain choices.
2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.	2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in presenting objects, artifacts, and artwork.	2. Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in preserving and presenting objects, artifacts, and artwork.	2. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Select and analyze possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Understand the similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.	3. Understand similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.	3. Analyze similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.
4. Understand and examine how past, present, and emerging technologies have impacted the preservation	4. Examine and analyze how past, present, and emerging technologies have impacted the preservation and		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.

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and presentation of artwork.	presentation of artwork.			

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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?

4th VA.7.RE1.4	5th VA.7.RE1.5	6th VA.7.RE1.6	7th VA.7.RE1.7	8th VA.7.RE1.8
1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	1. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).
2. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.	2. Using art vocabulary, analyze the components used in visual imagery to convey a message.
3. Using art vocabulary, analyze the components in visual imagery used that convey a message.	3. Identify and analyze cultural associations suggested by visual imagery.	3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.	3. Analyze ways that visual components and cultural associations suggested by visual imagery are used to influence ideas, emotions and actions.	3. Compare and contrast different media and contexts in which viewers encounter images that influence ideas, emotions and actions.

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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?

4th VA.8.RE2.4	5th VA.8.RE2.5	6th VA.8.RE2.6	7th VA.8.RE2.7	8th VA.8.RE2.8
1. Interpret art by referring to contextual information and analyzing relevant subject matter, formal art elements, and use of media.	1. Interpret art by analyzing the composition, contextual information, subject matter, formal art elements, and use of media to identify ideas and mood conveyed.	1. Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, composition, formal art elements, and use of media to identify ideas and mood conveyed.	1. Interpret art by analyzing art-making approaches, formal art elements, composition, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	1. Interpret art by analyzing how the interaction of subject matter, formal art elements, composition, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

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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?

4th VA.9.RE3.4	5th VA.9.RE3.5	6th VA.9.RE3.6	7th VA.9.RE3.7	8th VA.9.RE3.8
1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.
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).	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media, as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.	2. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.
			3. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on established criteria.	3. Compare 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.

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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?

4th VA.10.CO1.4	5th VA.10.CO1.5	6th VA.10.CO1.6	7th VA.10.CO1.7	8th VA.10.CO1.8
1. Create works of art that reflect community cultural traditions.	1. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	1. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	1. Create visual documentation of places and times in which people make and experience art or design in a community (e.g. visual and contextual research, sketches, photographs).	1. Combine and explain visual documentation of places and times in which people make and experience art or design in a community (e.g. visual and contextual research, sketches, photographs).
2. Examine and apply personal and external resources, such as interests, research, and cultural understanding, to create artwork.	2. Examine and apply internal and external resources to create meaningful artwork that reflects interests, knowledge, research, and cultural understanding.	2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research to create artwork.	2. Access, evaluate and use internal and external resources, such as knowledge, experiences, interests, and research and exemplary works to create artwork.	2. Access, evaluate and use internal and external resources, such as cultural and social knowledge, experiences, interests, and research and exemplary works.

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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?

4th VA.11.CO2.4	5th VA.11.CO2.5	6th VA.11.CO2.6	7th VA.11.CO2.7	8th VA.11.CO2.8
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.	1. Identify how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Analyze how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Compare and contrast how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts.	1. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (e.g. significant historical events, propaganda, spiritual traditions).
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).	2. Examine and discuss ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).	2. Examine, discuss, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacy).