VISUAL ARTS - Creating 1

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

Enduring Understanding(s): 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(s): 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?

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Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA.1.CR1.PK	VA.1.CR1.K	VA.1.CR1.1	VA.1.CR1.2	VA.1.CR1.3	VA.1.CR1.4	VA.1.CR1.5	VA.1.CR1.6	VA.1.CR1.7	VA.1.CR1.8	VA.1.CR1.HS1	VA.1.CR1.HS2	VA.1.CR1.HS3
1. With guided support, share	1. With guided support, utilize	1. With support, develop an idea	1. Make art or design with	1. Generate ideas for narrative or	1. Generate and research ideas for	1. Generate ideas for an artwork	1. Formulate an artistic	1. Use a variety of strategies to	1. Collaboratively identify and	1. Identify and elaborate on	1. Building on previous artwork,	1. Visualize and generate plans for
ideas and ways		for an artwork	various materials	events that could	artwork that draw	based on cultural	investigation of	formulate an idea	elaborate on	themes in the	generate and	ideas, themes, and
produce art.	imagination to	based on a theme	and tools to	be the basis of art	upon specific	influences or	personally	bank of current	contemporary	local and global	elaborate on	directions for
	-	(e.g. personal or	explore personal	works using	moods, feelings,	social issues.	relevant content	interests and	themes in the	community that	themes	creating art that
	an artwork.	family story).	interests,	personal	or themes.		for creating art.	concerns that	local and global	could be explored	personally, locally	reflect autonomy
			questions, and	experiences (e.g.				could be explored	community that	in art making.	and globally.	and creative risks.
			curiosity.	diagram or map				through artistic	could be explored			
				places that are				inquiry.	in art making.			
				part of the								
				student's everyday								
2. With guided	2. Collaboratively	2. Use observation	2. Share	2. Apply	2. Imagine and	2. Use formal and	2. Imagine,	2. Use creative methods such as	2. Use contextual	2. Use contextual research and direct	2. Use contextual research and direct	2. Use contextual research from a variety of
support, utilize	engage in art	and investigation	imaginative ways	knowledge of	articulate	conceptual	research, and	envisioning, intuition,	research to	observation to	observation to	sources and direct
play and	making in	to make a work of	that art works	available	numerous	vocabularies of art		play, modeling, and	generate ideas	generate ideas and	generate ideas and to	observation to generate
imagination to	response to an	art.	could be used to	resources, tools,	approaches for	and design to	numerous	improvisation to	and to produce a	to produce a work	produce a work of art	ideas and to produce a work of art that
generate ideas f			communicate a narrative,	and technologies to investigateone's	composition.	describe a work of	approaches in	discover the technical	work of art that demonstrates	of art that	that demonstrates	demonstrates
alt works.	using models, master art prints		experience or	own ideas through		art. (e.g. elements & principles of	generating ideas for content and	characteristics and	understanding of	demonstrates	understanding of	understanding of artistic
pl/a	or other visuals.		idea.	the art-making		design)	composition.	expressive possibilities of various media.	artistic techniques	understanding of	artistic techniques, organizational	techniques, organizational structures, and good
gine	or other visuals.		luca.	process.		uesigny	composition.	or various media.	and organizational	artistic techniques and organizational	structures, and good	craftsmanship.
nag				process.					structures.	structures.	craftsmanship.	
kypenerate ideas i art works.										Structures.		
erime	_	3. Engage in	3. Collaboratively	3. Constructively	3. Constructively	3. Constructively	3. Persist through	3. Persist through	3. Individually	3. Individually	3. Individually	3. With a clear
dx		focused mark	brainstorm	use and explore	use, explore and	design and	and learn from	and learn from	and/or	and/or	design an object	intention,
-		making.	multiple	materials in	manipulate	manipulate	challenging	challenging	collaboratively	collaboratively design an object or	or artwork that is	individually design an object or artwork
			approaches to a	creating a work of	materials and	materials,	artistic	artistic	design an object or art work that is	artwork that is	based on	that is based on
			problem.	art or design to	organizational	organizational and	investigations	investigations	based on a need,	based on a need.	aesthetics, original	aesthetics, original
				communicate an	principles to	compositional	throughout the art			theme, or aesthetics	idea, or critical	idea, or critical
				idea.	create a work of	elements to make	making process to	making process to	that demonstrates	that demonstrates	observation that	observation that
					art that	meaning in a work	develop technical	develop techincal	developing technical	developing technical	demonstrates	demonstrates good
					communicates an idea.	of art.	skills.	skills.	skill.	skil.	technical skill.	technical skill.
					iuca.							
										4. Explore and	4. Document	4. Thoroughly
									stages of the	document early	stages of the	document stages
									creative process	stages of the	creative process	of the creative
									visually and	creative process	visually, verbally,	process visually,
									verbally in	visually and/or	and in writing.	verbally, and in
										verbally in		writing.
									media.	traditional or new		
										media.		

Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding(s): 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(s): 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 create works of art or design the effectively communicate? How does art and design communicate stories and ideas?

VISUAL ARTS - Creating 2

				esign communicate									
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	VA.2.CR2.PK	VA.2.CR2.K	VA.2.CR2.1	VA.2.CR2.2	VA.2.CR2.3	VA.2.CR2.4	VA.2.CR2.5	VA.2.CR2.6	VA.2.CR2.7	VA.2.CR2.8	VA.2.CR2.HS1	VA.2.CR2.HS2	VA.2.CR2.HS3
		1. Through	1. Explore uses of	1. Experiment	1. Create	1.Explore art-	1. Experiment and	1. Demonstrate	1. Demonstrate	 Demonstrate willingness to 	 Experiment, innovate, and take 	 Experiment, innovate, and take 	1. Experiment,
		experimentation,	materials and	with various	personally	making techniques		openness in trying	persistence in	experiment, innovate,	risks to pursue	risks to pursue ideas,	innovate, and take
	materials and	build skills in	tools to create	materials and	satisfying artwork	and approaches	multiple art-	new ideas,	developing skills	and take risks to	ideas, forms, and	forms, and meanings	risks to pursue
	equipment.	various media and		tools to explore	using a variety of	that reflect	maning reeninques	materials,	with various	pursue ideas, forms,	meanings that	that emerge in the	original artistic
		approaches to art-	design.	personal interests	artistic processes	consideration to	and approaches	methods, and approaches in	materials, methods, and	and meanings that	emerge in the	process of art-making	ideas, forms, and
		making.		in a work of art or	and materials.	form and	that reflect	making works of	approaches in	emerge in the process	process of art	or designing with	meanings.
				design.		structure (i.e.	knowledge of	art and design with	creating works of	of art-making and designing with	making or designing	attention to quality craftsmanship and	
						organizational	form and	attention to	art and design with	attention to quality	with attention to	organizational	
						principles and	structure (i.e.	quality	attention to quality	craftsmanship and	quality craftsmanship and	structures (i.e.	
						expressive	organizational	craftsmanship and	craftsmanship and	organizational	organizational	elements & principles	
						features)	principles and expressive	organizational	organizational	structures. (i.e.	structures (i.e.	of design,	
								structures (i.e.	structures (i.e.	elements & principles	elements &	composition) in a	
							features)	elements &	elements &	of desgin, composition)	principles of design,	variety of materials and methods.	
								principles of	principles of	composition)	composition)	and methods.	
								design,	design,				
-						a		composition)	composition)				
	2. Create and tell	2. Identify safe	2. Demonstrate	2. Demonstrate	2. Demonstrate an	2. When making	2. Demonstrate	2. Explain	2. Demonstrate	2. Demonstrate	2. Apply practices,	2. Apply and	2. Apply practices,
	about art that	and non-toxic art	safe and proper	safe procedures	understanding of	works of art,	quality	environmental	awareness of	awareness of	issues and ethics	articulate	issues and ethics
	communicates a	materials, tools,	procedures for	for using and	the safe and	utilize and care for	craftsmanship	implications of	ethical	practices, issues	of appropriation,	practices, issues	of appropriation,
	story about a	and equipment.	using materials,	cleaning art tools	proficient use of	materials, tools,	through care for	conservation,	responsibility to	and ethics of	fair use, copyright,		fair use, copyright,
	familiar place or object.		tools, and equipment while	and equipment and studio spaces.	materials, tools, and equipment for	and equipment in a manner that	and use materials, tools, and	care, and clean up of art materials,	oneself and others when posting and	appropriation, fair use, copyright,	open source, and creative commons	appropriation, fair use, copyright,	open source, and creative commons
	object.		making art.	and studio spaces.	a variety of artistic	prevents danger	equipment.	tools, and	sharing images	open source, and	as they apply to	open source, and	as they apply to
ě			making art.		processes.	to oneself and	equipment.	equipment.	and other	creative commons	creating works of	creative commons	creating works of
Ma					processes.	others.		equipment.		as they apply to	art and design.	as they apply to	art and design.
an/						others.			the Internet, social		are and acsign.	creating works of	are and acoign.
Investigate/Plan/Make									media, and other	art and design.		art and design.	
ate									communication	are and acoigin		are and accign	
stig									formats.				
Ne		3. Create art that	3. Identify and	Repurpose	3. Individually or	3. Document,	Identify,	3. Design or	3. Apply visual	3. Select, organize,	3. Select, organize,	3. Select, organize,	3. Select, organize,
-		represents natural	classify uses of	objects to make	collaboratively	describe, and	describe, and	redesign objects,	organization	and design images	and design images		and design images
		and constructed	everyday objects	something new.	construct	represent		places, or systems	strategies to	and works to	and works to	and works to	and works to
		environments.	through drawings,	-	representations,	regional/state	objects of	that meet the	design and	make visually	make visually	make visually	make visually
			diagrams,		diagrams, or maps	environments and	personal	identified needs of	produce a work of	clear and	clear and	clear and	clear and
			sculptures, or		of places that are	histories.	significance.	diverse users	art that clearly	compelling	compelling	compelling	compelling
			other visual		part of the			through complete	communicates a	compositions that	compositions that	compositions that	compositions with
			means.		students' everyday			documentation of	message and	demonstrate	demonstrate	demonstrate	attention to
					lives.			the artistic	produces a body	appropriate	appropriate	appropriate	craftsmanship in
								process.	of evidence that	technical and	technical and	technical and	both traditional
									documents the	expressive	expressive	expressive	and contemporary
									process.	attributes.	attributes.	attributes.	media based on a
						4. Collect a body	4. Show a body of	4. Review the	4. Demonstrate	4. Organize,	4. Organize,	4. Organize,	theme idea or 4. Organize,
						of evidence that	evidence that	ethical	awareness of	present, and	present, and	present, and	present, and
						documents the	documents the	responsibility of	practices, issues	document a body	document a body	document a	document a
						artistic process.	artistic process.	posting and	and ethics of	of evidence that	of evidence that	detailed body of	detailed body of
								sharing images		demonstrates the	demonstrates the	evidence that	evidence that
								and other	use, copyright,	artistic process	artistic process	thoroughly	thoroughly
								materials on the	open source, and	from start to	from start to	demonstrates the	demonstrates a
								Internet, through	creative	finish.	finish.	artistic process.	variety of artistic
								social media and	commons.				processes.
								other					
								communication					
								formate					

VISUAL ARTS - Creating 3

	Anchor Standard 3							d as fining a condu	41				
				excellence through p evising, refining and						ratively reflecting or	a work help us exr	erience it more fully	and develop it
	more completely?		persistence play in r	erionig, renning und	dereioping from.					interior including of			and develop it
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	VA.3.CR3.PK	VA.3.CR3.K	VA.3.CR3.1	VA.3.CR3.2	VA.3.CR3.3	VA.3.CR3.4	VA.3.CR3.5	VA.3.CR3.6	VA.3.CR3.7	VA.3.CR3.8	VA.3.CR3.HS1	VA.3.CR3.HS2	VA.3.CR3.HS3
		1. Develop art	1. Refine and	1. Improve and	1. Refine and	1. Revise artwork	1. Refine and	1. Refine and	1. Refine and	1. Refine and	1. Engage in	1. Engage in constructive critique	1. Engage in
	skills through	skills through	enhance art skills	elaborate on	adapt media art	in progress on the	adapt art works in	adapt art works in	adapt art works in	adapt art works in	constructive critique with peers, to help	with peers, to help	constructive critique with peers, to help
		repetition and	through repetition	aesthetic and	works in consideration of	basis of insights gained through	consideration of	consideration of audience, and the	consideration of	consideration of the audience, and	refine and adapt art	refine and adapt art	refine and adapt art
	practice.	practice.	and practice.	technical aspects of artwork based	audience, and the	instructor	audience, and the context of the	context of the	the audience, and the context of the	context of the	works in	works in consideration to technical skill	works in
				on classroom	context of the	feedback and peer	work with	work with	work with	work with	consideration to	development,	consideration to
				discussion.	work.	discussion.	cosideration to	cosideration to	cosideration to	cosideration to	technical skill development,	organizational	technical skill development,
							developing	developing	developing	developing	organizational	principles, audience,	organizational
							technical skills and	technical skills and	technical skills and	technical skills and	principles, audience,	and context to help further a clear, artistic	principles, audience,
							organizational	organizational	organizational	organizational	and context.	vision.	and context to
							principles.	principles.	principles.	principles.			demonstrate a clear, artistic vision.
	2. Share and talk	2. Share and talk	2. Using art	2. Using art	2. Choose from	2. Choose from	2. Choose from	2. Choose from	2. Choose from	2. Analyze and	2. Analyze and	2. Analyze and	2. Analyze and reflect
	about artwork.	about artwork	vocabulary,	vocabulary,	experimental	among	multiple	among	among	reflect on how the	reflect on how the	reflect on how the	on how the elements
		using art	describe personal	describe personal	approaches and	experimental	approaches and	experimental	experimental	elements and	elements and principles of design	elements and principles of design	and principles of design and other
		vocabulary.	artistic choices.	artistic choices.	techniques to	approaches and	techniques to	approaches and	approaches and	principles of design and other	and other	and other	experimental
					determine the	techniques to	determine the	techniques to	techniques to	experimental	experimental	experimental	approaches are
					most effective solution.	determine the most effective	most effective solution.	determine the most effective	determine the most effective	approaches are	approaches are	approaches are	working to convey one's own artistic
					solution.	solution.	solution.	solution.	solution.	working to convey the artistic intention	working to convey the artistic intention	working to convey the artistic intention	intention and make
lake										and make necessary	and make necessary	and make necessary	necessary adjustments for the most effective
Ň										adjustments for the	adjustments for the	adjustments for the	solution.
'Pla										most effective	most effective	most effective	
Investigate/Plan/Make										solution.	solution.	solution.	
estig				3. Utilize personal	3. Utilize personal	3. Utilize personal	3. Utilize personal	3. Utilize personal	3. Utilize personal	3. Utilize personal	3. Utilize personal	3. Utilize personal	3. Apply personal
Ne.				reflection and	reflection and	reflection and	reflection and	reflection and	reflection and	reflection and	reflection and	reflection and	reflection and
				critical feedback	critical feedback	critical feedback	critical feedback	critical feedback	critical feedback	critical feedback	critical feedback	critical feedback	critical feedback
				to refine technical proficiency,	to refine technical proficiency,	to refine technical proficiency,	to refine technical proficiency,	to refine technical proficiency,	to refine technical proficiency,	to refine technical proficiency,	to refine and improve technical	to synthesize and refine technical	to synthesize and refine one's
				intentionality,	intentionality,	intentionality,	intentionality,	intentionality,	intentionality,	intentionality,	proficiency,	proficiency,	technical
				aesthetic	aesthetic	aesthetic	aesthetic	aesthetic	aesthetic	aesthetic	intentionality,	intentionality,	proficiency,
				judgment and	judgment and	judgment and	judgment and	judgment and	judgment and	judgment and	aesthetic	aesthetic	intentionality,
				expressive	expressive	expressive	expressive	expressive	expressive	expressive	judgment and	judgment and	aesthetic
				capability.	capability.	capability.	capability.	capability.	capability.	capability.	expressive	expressive	judgment and
											capability.	capability.	expressive
													capability to a
													point of
							4. Write an artist	4. Reflect on	4. Reflect on and	4. Apply relevant	4. Document and	4. Thoroughly	4. Thoroughly
							-	whether one's	explain important	criteria to	explain important	document and	document and
							art vocabularies	artwork conveys	information about	examine, reflect	information about	explain important	explain important
							demonstrating choices made in	the intended	personal artwork in an artist	on, and plan revisions for a	one's artwork and	information about one's artwork and	information about one's artwork and
							art-making.	meaning and revise accordingly.	statement or	work of art or	artistic process verbally and in	artistic process	artistic process,
							are maxing.	revise accordingly.	another format.	design in progress.	writing.	verbally and in	visually, verbally
										5 1. 0.000	5	writing.	and in writing.

VISUAL ARTS - Presenting 1

						VISU	AL ARTS - Presenting	g1					
				ork for presentation.									
	Enduring Understa	nding(s): Artists, cu	rators and others co	onsider a variety of fa	ctors and methods	including evolving te	chnologies when pr	eparing and refining	g artwork for display	and or when decid	ing if and how to pre	serve and protect it	
	Essential Question	(s): What methods a	and processes are co	onsidered when prep	aring artwork for pr	esentation or prese	rvation? How does	the presentation of	artwork affect its m	eaning to the viewe	r? What criteria are	considered when se	electing work for
	presentation, a por	tfolio, or a collectio	n?										
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	VA.4.PR1.PK	VA.4.PR1.K	VA.4.PR1.1	VA.4.PR1.2	VA.4.PR1.3	VA.4.PR1.4	VA.4.PR1.5	VA.4.PR1.6	VA.4.PR1.7	VA.4.PR1.8	VA.4.PR1.HS1	VA.4.PR1.HS2	VA.4.PR1.HS3
	1. Explain the	1. Select personal	1. Organize their	1. Organize their	1. Select artworks	1. Select artworks	1. Select artworks	1. Individually or	1. Individually or	1. Individually or	1. Select, analyze	1. Select, analyze	1. Select, analyze
	purpose of a	works of art for a	artwork in a	artwork in a	to put into their	to put into their	to put into their	collaboratively	collaboratively	collaboratively	and explain	and explain	and explain
	portfolio or	portfolio or a	portfolio and		portfolio and	portfolio and	portfolio and			plan, prepare, and		choices of objects	choices of objects
	collection.	collection of	explain the	explain the	explain why they	explain why they	explain why they	present selected	present selected	present selected	for personal	for personal	for personal
		evidence.	process.	process.	chose those	chose those	chose those	works for display	works for display	works for display	portfolio and	portfolio and	portfolio and
				P	specific works.	specific works.	specific works.	and include	and include	and include	display. (e.g.	display. (e.g.	display. (e.g.
					•	•	•	informational	informational	informational	sketchbooks,	sketchbooks,	sketchbooks,
								materials for the	materials for the	materials for the	digital portfolios,	digital portfolios,	digital portfolios,
								viewer.	viewer.	viewer.	exhibition)	exhibition)	exhibition)
				2. Learn about	2. Collect and	2. Collect and	2. Collect and	2. Present and	2. Present and	2. Present and	2. Define and	2. Apply and	2. Apply and
				materials or	organize a body of	organize a body of	organize a body of	defend a body of	defend a body of	defend a body of	apply the roles	understand the	understand the
				artistic techniques	evidence that	evidence that	evidence that	evidence that	evidence that	evidence that	and	roles and	roles and
				for preparing	reflects the artistic	reflects the artistic	reflects the artistic	shows the artistic	reflects the artistic	reflects the artistic	responsibilities of	responsibilities of	responsibilities of
				artwork for	process and	process and	process and	process and	process and	process and	a curator,	a curator,	a curator,
				presentation.	prepare it for	prepare it for	prepare it for	prepare it for	prepare it for	prepare it for	including selecting	including selecting	including selecting
					presentation (e.g.	presentation (e.g.	presentation (e.g.	presentation (e.g.	presentation (e.g.	presentation (e.g.	work according to	work according to	work according to
					sketchbook).	sketchbook, digital	sketchbook, digital	sketchbook,	sketchbook, digital	sketchbook, digital	a theme or idea,	a theme or idea,	a theme or idea,
						format).	format).	portfolio, digital	format).	format).	making the work	making the work	making the work
								format).			publicly visible,	publicly visible,	publicly visible,
											and articulating	and articulating	and articulating
											the reasons for	the reasons for	the reasons for
											curatorial	curatorial	curatorial
Select/Analyze						2 Muite en entiet/e			2 Muite en entiet		decisions	decisions	decisions 2 Decemb
Jal						3. Write an artist's	3. Write an artist's	3. Write an artist	3. Write an artist	3. Write an artist		3. Critique and	3. Present,
AI					statement that reflects their	statement that reflects their	statement that reflects their	statement that	statement that	statement that	similarities and differences	analyze similarities,	critique and justify choices in the
ect						learning.		includes artistic	includes artistic	includes artistic		differences, and	process of
Sel					learning.	learning.	learning.	intention, processes, and	intention, processes, and	intention, processes, and	associated with	limitations	analyzing,
											preserving and		, 0,
								specialized	specialized	specialized	presenting two-	associated with	selecting, curating, and
								language.	language.	language.	dimensional, three- dimensional, and	preserving and	presenting works
											digital artwork.	presenting two- dimensional, three-	of art for a
											-	dimensional, and	specific exhibit or
												digital artwork.	event.
								4. Compare and	4. Compare and	4. Compare and	4. Compare and	4. Compare and	4. Understand
								contrast the safe	contrast the safe	contrast the safe	contrast how	contrast how	how technologies
								and effective use	and effective use	and effective use		technologies have	impact the way
								of materials and	of materials and	of materials and	changed the way	changed the way	artworks (i.e. two
								techniques for	techniques for	techniques for	artwork is	artwork is	dimensional, three
								preparing and	preparing and	preparing and	preserved,	preserved,	dimensional,
								presenting	presenting	presenting	presented, and	presented, and	digital) are
								artwork.	artwork.	artwork.	experienced.	experienced.	preserved,
								altwork.	artwork.	aitwork.	experienceu.	experienceu.	presented, and
													experienced and
													apply appropriate
													application in a portfolio/
													sketchbook or exhibition of
													exhibition of

Anchor Standard 5	Develop and refine ar	tistic techniques	and work for presenta	ation.								
Enduring Understa	anding(s): Objects, artifa	acts and artworks	collected, preserved	, or presented eith	er by artists, museur	ms, or other venues,	communicate mea	ning and a record of	social, cultural and	d political experience	s resulting in the culti	vating
appreciation and u	inderstanding.											
Essential Question	(s): What is an exhibition	on space? How d	pes the presenting an	d sharing of object	s, artifacts, and artw	vorks influence and s	hape ideas, beliefs	, and experiences? H	ow do objects, arti	ifacts, and artworks o	collected, preserved, o	or presented,
cultivate appreciat	ion and understanding	2										
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced

	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	VA.5.PR2.PK	VA.5.PR2.K	VA.5.PR2.1	VA.5.PR2.2	VA.5.PR2.3	401 VA.5.PR2.4	VA.5.PR2.5	VA.5.PR2.6	VA.5.PR2.7	VA.5.PR2.8	VA.5.PR2.HS1	VA.5.PR2.HS2	VA.5.PR2.HS3
	1. Identify where art is displayed	1. Explain what an art museum is and	1. Identify and	1. Identify and explain the roles	1. Compare and contrast how art	1. Compare and contrast how art	1. Cite evidence about how an	1. Compare and contrast the	1. Compare and contrast the	1. Compare and contrast the	1. Individually or	 Individually plan, prepare, and 	 Individually plan, prepare, and
	both in and	distinguish how an	•	and	exhibited in and	exhibited in and	exhibition in a	experience of	experience of	experience of	plan, prepare, and		present selected
	outside of school.	art museum is	responsibilities of	responsibilities of	outside of school	outside of school	museum or other	viewing art in	viewing art in	viewing art in	present selected	artworks for	artworks for
		different from other places in	the spaces and people who work	the spaces and people who work	in museums, galleries, and	in museums, galleries, and	venue presents an idea and provides	different venues including virtual	different venues including virtual	different venues including virtual	artworks for display and	display and include	display and include
		which art is	in and visit	in and visit	other venues,	other venues,	information about	spaces. (e.g.	spaces.(e.g.	spaces.(e.g.		informational	informational
		displayed.	museums and	museums and	including virtual	including virtual	a specific concept	galleries, public	galleries, public	galleries, public		materials for the	materials for the
			other art venues.	other art venues. (e.g. galleries,	spaces, contributes to the	spaces, contributes to the	or topic.	spaces, museums)	spaces, museums)	spaces, museums)	materials for the viewer.	viewer.	viewer.
				virtual, public	community.	community and					viewei.		
				spaces)		personal experience							
				2. Analyze how art	· ·	2. Identify and	2. Compare and	2. Understand	2. Summarize and	2. Summarize and	2. Present and	2. Present and	2. Present and
				exhibited inside and outside of	explain how and where different	explain how and where different	contrast how art exhibited in and	why and how an exhibition or	explain why and how an exhibition	analyze why and how an exhibition	defend a body of evidence that	defend a body of evidence that	defend a body of evidence that
				schools (such as in		cultures record	outside of school	artworks may	or artworks may	or artworks may		reflects the artistic	reflects the artistic
				museums,	and illustrate	and illustrate	in museums,	influence ideas,	influence ideas,	influence ideas,	process and	process and	process and
a				galleries, virtual spaces, and other	stories and history of life through art.	stories and history of life through art.	o ,	beliefs, and experiences.	beliefs and experiences.	beliefs and experiences.	prepare it for presentation (e.g.	prepare it for	prepare it for presentation (e.g.
har				venues) contribute	-	of file through art.	including virtual	experiences.	experiences.	experiences.		sketchbook, digital	sketchbook, digital
Exhibit/Share				to communities.			spaces affect the				format).	format).	format).
Exhi							personal experience.						
							3. Identify and	3. Understand	3. Summarize and	3. Summarize and		3. Write an artist	3. Write an artist
							explain how and where different	how art reflects the history and	explain how art	analyze how art reflects the history	statement that includes artistic	statement that includes artistic	statement that includes artistic
							cultures record	values of an	and values of an	and values of an	intention,	intention,	intention,
							and illustrate	individual and	individual and	individual and	processes, and	processes, and	processes, and
							stories and history of life through art.	community due to social, cultural,	community due to social, cultural,	community due to social, cultural,	specialized language.	specialized language.	specialized language.
							of file through art.	and political	and political	and political	language.	laliguage.	laliguage.
								experiences (i.e. murals, street art).	experiences (i.e. murals, street art).	experiences (i.e.			
								indiais, street art).	murais, street art).	murais, street art).	4. Compare and	4. Compare and	4. Compare and
											contrast the safe	contrast the safe	contrast the safe
											and effective use of materials and	and effective use of materials and	and effective use of materials and
												techniques for	techniques for
											preparing and	preparing and	preparing and
											presenting artwork.	presenting artwork for a	presenting artwork for a
												specific place.	specific place.

					VISU	AL ARTS - Presentin	g 3					
		nrough the presentat			nues and criteria u	on analyzing color	ing and oursting of	bjects, artifacts, and	artuarly for proces	ution and procentat	lion	
•				• • •		, .,	0, 0	d to select work for				nd by whom?
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA.6.PR3.PK	VA.6.PR3.K	VA.6.PR3.1	VA.6.PR3.2	VA.6.PR3.3	VA.6.PR3.4	VA.6.PR3.5	VA.6.PR3.6	VA.6.PR3.7	VA.6.PR3.8	VA.6.PR3.HS1	VA.6.PR3.HS2	VA.6.PR3.HS3
 Identify reasons for saving and displaying objects, artifacts and 	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Select art objects for personal portfolio and display and	1. Analyze and describe the impact that an exhibition or	1. Analyze and describe the impact that an exhibition or	1. Analyze, describe, and present the impact that an
artwork.	explain why they were chosen.	explain why they were chosen.	explain why they were chosen.	explain why they were chosen.	explain why they were chosen.	explain why they were chosen.	explain choices.	explain choices.	explain choices.	collection has on one's personal awareness of social, cultural, or political beliefs and understandings.	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).	exhibition or collection has on one's personal awareness of social, cultural, on political beliefs and understandings through of body of evidence (e.g. artist statement, written critique, expository
		2. Explain why some objects, artifacts, and artworks are preferred.	 Explain why some objects, artifacts, and artworks are preferred. 	 Explain why some objects, artifacts, and artworks are preferred. 	2. Explain why some objects, artifacts, and artworks are preferred.	 Explain why some objects, artifacts, and artworks are preferred. 	 Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in presenting objects, artifacts, and artwork. 	skills and	skills and	2. Make, explain, and justify connections between artists or artworks and social, cultural, and political history.	 Make, explain, and justify connections between artists or artworks and social, cultural, and political history. 	 Make, explain, and justify connections between artists o artworks and social, cultural, and political history.
			3. Select artwork based on a theme or concept for an exhibit.	 Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork. 	3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	3. Select and analyze possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.	 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.	 Analyze similarities and differences associated in presenting two- dimensional, three dimensional, and digital artwork. 	 Curate a collection of objects, artifacts, or artworks to impact the viewer's understanding of social, cultural and or political experiences. 	3. Curate or design a collection of objects, artifacts, or artworks to impact the viewer's understanding of social, cultural and or political experiences in which includes a written summary.	c. Curate, design, and present a collection of objects, artifacts, or artworks to impact the viewer's understanding of social, cultural and or political experiences in which includes a written summary
					4. Understand and examine how past, present, and emerging technologies have impacted the preservation and presentation of artwork.			4. Compare and contrast how technologies have changed the way artwork is preserved, preserved, and experienced.	 Compare and contrast how technologies have changed the way artwork is preserved, preserved, and experienced. 			

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

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA.8.RE2.PK	VA.8.RE2.K 1. Interpret art by	VA.8.RE2.1 1. Interpret art by	VA.8.RE2.2 1. Interpret art by	VA.8.RE2.3 1. Interpret art by	VA.8.RE2.4 1. Interpret art by	VA.8.RE2.5 1. Interpret art by	VA.8.RE2.6 1. Interpret art by	VA.8.RE2.7 1. Interpret art by	VA.8.RE2.8 1. Interpret art by	VA.8.RE2.HS1 1. Interpret art by	VA.8.RE2.HS2 1. Interpret and	VA.8.RE2.HS3 1. Interpret and
lentifying and	identifying subject		identifying the	identifying the	referring to	analyzing the	distinguishing	analyzing art-			explain art by	explain art by
escribing subject	matter and	subject matter and	, .	mood suggested	contextual	composition,		, ,	, 0	interaction of	analyzing how the	analyzing how
atter.	describing relevant			by a work of art	information and	contextual		0		subject matter,	interaction of	interaction of
atter.	details.	, .	and describing	and describing	analyzing relevant	information,	contextual	•••		formal art	subject matter,	subject matter,
	uetans.		relevant subject	relevant subject	subject matter,	subject matter,				elements.	formal art	formal art
			matter and basic	matter and basic	formal art	formal art	analyzing subject	· ·	,	composition, use	elements,	elements.
			art elements.	art elements.	elements, and use	elements, and use	, , ,	relevant contextual		of media, art-	composition, use	composition, u
			art cicilitatio.	art cicilients.	of media.	of media to	· ·		,	making	of media, art-	of media, art-
					or mealar	identify ideas and	formal art	,	. 0	approaches, and	making	making
						mood conveyed.		and use of media	relevant contextual		. 0	approaches, ar
							of media to	to identify ideas		information	relevant contextual	relevant contex
										contributes to	information	information
											contributes to	contributes to
									messages or ideas	-	understanding	understanding
									-	and mood	messages or ideas	messages or id
									conveyed.	conveyed.	and mood	and mood
											conveyed.	conveyed.
				2. Interpret art by						2. Orally or in	2. Orally or in	2. In written fo
				analyzing use of						writing interpret	writing Identify	demonstrate
				media.						an artwork or	types of contextual	critical analysis
										collection of	information that	examining
										works, supported	justifies various	different
										by relevant and	interpretations of	interpretation
										sufficient evidence	an artwork or	an artwork or
										found in the work	collection of	collection of
										and its various	works.	works.

					VISUA	AL ARTS - Respondin	g 3					
	9: Apply criteria to ev											
•	tanding(s): People eva n(s): How does one d			art? How and why m	ight criteria vary? H	low is a personal pre	eference different fr	om an evaluation?				
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advance
VA.9.RE3.PK	VA.9.RE3.K	VA.9.RE3.1	VA.9.RE3.2	VA.9.RE3.3	VA.9.RE3.4	VA.9.RE3.5	VA.9.RE3.6	VA.9.RE3.7	VA.9.RE3.8	VA.9.RE3.HS1	VA.9.RE3.HS2	VA.9.RE3.HS
1. Identify an	1. Explain reasons	1. Identify	1. Use art	1. Use art	1. Use art	1. Use art	1. Use art	1. Use art	1. Use art	1. Use art	1. Use art	1. Use art
artwork of	for identifying an	artworks based on	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to
preference.	artwork of	different reasons	express	express	express	express	express	express	express	express	explain and justify	explain and ju
	preference.	for preferences.	preferences about	preferences about	preferences about	preferences about	preferences about	preferences about	preferences about	preferences about	preferences about	preferences a
			an artwork.	an artwork.	an artwork.	an artwork.	an artwork.	an artwork.	an artwork.	an artwork either	an artwork either	an artwork bo
										orally or in	orally or in	orally and in
										writing.	writing.	writing.
				2. Using visual	2. Using visual	2. Recognize	2. Recognize	2. Recognize	2. Recognize	2. Recognize and	2. Distinguish and	2. Distinguish,
				evidence,	evidence, apply	differences in	differences in	differences in	differences in	explain	summarize	summarize, ar
				evaluate an	given criteria to	criteria used to	criteria used to	criteria used to	criteria used to	differences in	differences in	justify differen
				artwork based on	evaluate more	evaluate works of	evaluate works of	evaluate works of	evaluate works of	criteria used to	criteria used to	in criteria used
				a given criteria.	than one work of	art depending on	art depending on	art depending on	art depending on	evaluate works of	evaluate works of	evaluate work
				(e.g. artistic	art. (e.g. artistic	styles, genres, and	styles, genres, and	styles, genres, and	styles, genres, and	art depending on	art depending on	art depending
				styles, genres &	styles, genres &	media as well as	media as well as	media as well as	media as well as	styles, genres, and	styles, genres, and	styles, genres,
				media, historical	media, historical	cultural and	cultural and	cultural and	cultural and	media as well as	media as well as	media as well
				& cultural	& cultural	historical	historical	historical	historical	cultural and	cultural and	cultural and
				contexts)	contexts)	contexts.	contexts.	contexts.	contexts.	historical	historical	historical
								3. Compare and	3. Compare and	3. Compare,	3. Compare,	3. Compare,
								explain the	explain the	analyze, and	analyze, and	analyze, and
								difference	difference	explain the	distinguish the	justify the
								between an	between an	difference	difference	difference
								evaluation of an	evaluation of an	between an	between an	between an
								artwork based on	artwork based on	evaluation of an	evaluation of an	evaluation of a
								personal criteria	personal criteria	artwork based on	artwork based on	artwork based
								and an evaluation	and an evaluation	personal criteria	personal criteria	personal criter
								of an artwork	of an artwork	and an evaluation	and an evaluation	and an evaluat
								based on	based on	of an artwork	of an artwork	of an artwork
								established	established	based on a set of	based on a set of	based on a set
								criteria.	criteria.	established	established	established
										criteria.	criteria.	criteria.
									4. Create a	Construct a	4. Formulate a	4. Formulate a
									convincing and	convincing and	convincing and	defend a
									logical argument	logical argument	logical argument	convincing and
									to support an	to support an	to support an	logical argume
									evaluation of art.	evaluation of art	evaluation of art	to support an
										either orally or in	in writing.	evaluation of a
										writing.		both orally and
					1	1	1	1	1	1	1	writing.

VISUAL ARTS - Connecting 1

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

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

Essential Question(s): 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?												
	Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
	VA.10.CO1.PK	VA.10.CO1.K	VA.10.CO1.1	VA.10.CO1.2	VA.10.CO1.3	VA.10.CO1.4	VA.10.CO1.5	VA.10.CO1.6	VA.10.CO1.7	VA.10.CO1.8	VA.10.CO1.HS1	VA.10.CO1.HS2	VA.10.CO1.HS3
	 Explore the 	1. Use personal	 Use and share 	1. Create works of	1. Create works of	1. Create works of	1. Generate a	1. Apply formal	1. Create visual	1. Combine and	1. Explain and	1. Explain and	1. Explain and
	world through	experiences and	personal	art about events in	art based on	art that reflect	collection of ideas	and conceptual	documentation of	explain visual	apply different	apply different	apply different
	descriptive and	choices in making	experiences and	home, school or	observations of	community	reflecting current	vocabularies of art	places and times	documentation of	ways art is used to	ways art is used to	ways art is used to
	expressive works	artworks.	interests in	community life	surroundings.	cultural traditions.	interests and	and design to view	in which people	places and times	represent,	represent,	represent,
	and art-making.		creating artwork.	(e.g. narrative,			concerns that	surroundings in	make and	in which people	establish,	establish,	establish,
				documentation).			could be	new ways through	experience art or	make and	reinforce, and	reinforce, and	reinforce, and
							investigated in art-	art-making.	design in a	experience art or	reflect identity	reflect identity	reflect identity
							making		community (e.g.	design in a	through various	through various	through various
									visual &	community (e.g.	contexts (e.g.	contexts (e.g.	contexts (e.g.
									contextual	visual &	significant	significant	significant
									research,	contextual	historical events,	historical events,	historical events,
									sketches,	research,	propaganda,	propaganda,	propaganda,
									photographs).	sketches,	spiritual	spiritual	spiritual
60										nhotographs)	traditions)	traditions)	traditions)
Synthesis/Transferring		2. Share	2. Identify times,	2. Discuss and		2. Examine and	2. Examine and		,	2. Access, evaluate		2. Examine,	2. Examine,
sfe		memorable	places, and	describe the	show how artwork		apply internal and		and use internal	and use internal	explain, and apply		explain, and apply
ran		experiences of	reasons by which		σ,	and external	external resources		and external	and external	ethical issues in	ethical issues in	ethical issues in
١ř		artworks.	people make art.			resources, such as		,	· · · · ·			0	art and art-making
esi						interests,	0	knowledge,	knowledge,	cultural and social		processes (i.e.	processes (i.e.
뮾						research, and	artwork that	experiences,	experiences,	knowledge,	plagiarism,	plagiarism,	plagiarism,
sγ						cultural	reflects interests,	interests, and	interests, and	experiences,	appropriation,	appropriation,	appropriation,
					• •	0,	knowledge,	research to create		interests, and	copyright, media	copyright, media	copyright, media
						create artwork.	research, and	artwork.	exemplary works	research and	and visual	and visual	and visual
							cultural		to create artwork.	exemplary works	literacy).	literacy).	literacy).
							understanding.			to create artwork.	3. Identify how	3. Compare and	3. Examine and
											knowledge of	contrast uses of	explain the impact
											U U	art in a variety of	of an artist or a
											and history may	societal, cultural,	group of artists on
											influence personal		society's beliefs,
											responses to art.	contexts and make	
											responses to all.	connections to	behaviors.
												uses of art in	DeridVIUIS.
												contemporary and	
												local contexts.	
										1		iocal contexts.	1

						VISUA	L ARTS - Connecting	g 2					
Enduring U	, Inderstanding(s	s): People dev		rstandings of societ	y, culture, and histo	ory through their inte es, and cultures? Ho			iety? How do ethics	play a role in art ar	nd the creative proce	ess? How does art p	preserve aspects of
Pre VA.11.C		dergarten .11.CO2.K	1st VA.11.CO2.1	2nd VA.11.CO2.2	3rd VA.11.CO2.3	4th VA.11.CO2.4	5th VA.11.CO2.5	6th VA.11.CO2.6	7th VA.11.CO2.7	8th VA.11.CO2.8	HS Proficient VA.11.CO2.HS1	HS Accomplished VA.11.CO2.HS2	HS Advanced VA.11.CO2.HS3
1. Recogni: people mai	ze that 1. Rec ke art. people	ognize that e make art variety of ns.	1. Understand that people from	 Compare and contrast cultural uses of artwork from different times and places. 	1. Through observation, interpret information about time, place and	1. Recognize that responses to art change depending	1. Identify how art is used to inform, shape and change beliefs, values,	1. Analyze how art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to	 Compare and contrast now art is used to inform, shape and change beliefs, values, and behaviors of an individual and society with consideration to cultural influences and global contexts. 	1. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (e.g. significant	1. Access, evaluate and use internal and external resources, such as cultural and societal knowledge, experiences, interests, and research and exemplary works to create artwork.	1. Research, evaluate and apply internal and external resources, such as cultural and	Document, elaborate and annotate the process of developing ideas from early stages to the point of artistic realization
2. With gui relate art a everyday li	and share ife. relatin and ev	ng artworks veryday life, as daily	everyday and cultural life.	 Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences & global perspectives. 	 Identify how artworks and ideas relate to everyday and cultural life and can influence values and perceptions. 	 Explain verbally and/or in writing how artwork and ideas reflect everyday and cultural life (e.g. fantasy and reality, history, technology, popular culture). 	2. Examine and discuss ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacv).	2. Examine, discuss, and explain ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacv).	2. Examine, discuss, explain, and apply ethical issues in art and art-making processes (i.e. plagiarism, appropriation, copyright, media and visual literacv).	2. Document and annotate the process of developing ideas from early stages to fully elaborated ideas.	 Document, elaborate, and annotate the process of developing ideas from early stages to the point of artistic realization. Utilize and apply methods of inquiry such as observation, research, and experimentation to explore both familiar and unfamiliar 	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.