



VISUAL ART

State Standards

Visual Art Standards Grades P-12

VISUAL ART												
Artistic Process Creating						Anchor Standard 1 Generate and conceptualize artistic ideas and work.						
Enduring Understanding Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with tradition 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 risks? How does collaboration expand the creative process? How does knowing the contexts of histories, and traditions of 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 artistic investigations?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Think creatively about self, others, places, and events.				I:3-5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.			I:6-8:1: Access, evaluate, use and manage information throughout the context of art history and design.			I:9-12:1: Act on creative ideas within the context of a given or chosen art problem.		
I:P-2:2: Experiment with design elements/principles such as; colors, line, and shapes.							I:6-8:2: Create collaborative meaningful compositions.			I:9-12:2: Utilize media at hand to experiment with process and skills exploring a broad range of ideas.		
I:P-2:3: Make use of ideas to communicate about self, others, places, and events.												
Expectations												
E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.				E:3-5:1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for art-making.			E:6-8:1: Synthesize concepts to formulate ideas and criteria to guide the artistic process.			E:9-12:1: Visualize and hypothesize to generate plans for ideas and directions for creating art or design that can elevate the community and influence social change. Apply knowledge of histories and traditions.		
E:P-2:2: Collaboratively brainstorm multiple approaches to an art or design problem in order to explore personal interests, questions, and curiosities.				E:3-5:2: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.			E:6-8:2: Determine the stages of the creative process in traditional or new media.			E:9-12:2: Brainstorm ideas to make artwork based on a main/central idea or concept. Following or breaking established conventions, plan the making of a series of works of art or design based on a theme main/central idea or concept.		
							E:6-8:3: Work effectively with diverse teams to investigate an aspect of present day life using a contemporary practice of art or design.					



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<i>Artistic Process</i> Creating				<i>Anchor Standard 2</i> Organize and develop artistic ideas and work.								
<i>Enduring Understanding</i> 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.				<i>Essential Question</i> How do artists work? How do artists and designers learn from trial and error in a safe and healthy environment? 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 and redesigning objects, places or systems effectively?								
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Develop and experiment in the creation and design of artworks.			I:3-5:1: Develop and experiment in the creation and design of artworks.			I:6-8:1: Evaluate objects, places and design to influence artistic utilization when creating.			I:9-12:1: Implement innovations with objects, places and freedom to design, develop and create artworks.			
I:P-2:2: Act on creative ideas by what you see, feel, know.			I:3-5:2: Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.			I:6-8:2: Demonstrate how media, processes and techniques communicate clearly ideas and personal meaning			I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.			
									I:9-12:3: Identify specific elements of art and principles of design to a global level of perspective.			
<i>Expectations</i>												
E:P-2:1: Experiment with various materials and tools to explore personal interests in a work of art or design.			E:3-5:1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship.			E:6-8:1: Demonstrate persistence and intellectual risk taking through experimentation and innovation in order to develop a variety of skills and approaches to creating art.			E:9-12:1: Explain the importance of balancing freedom and responsibility in the use of various tools, materials, equipment and images in the creation and circulation of art.			
E:P-2:2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.			E:3-5:2: Identify, describe and visually represent places and/or objects that are personally meaningful.			E:6-8:2: Explain the environmental, social, and ethical implications of using various tools, materials, equipment, and images to create works of art and design.			E:9-12:2: Create works of art or design that demonstrates how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.			
E:P-2:3: Repurpose objects in an innovative way to create art that represents ideas from imagination, memories, or the environment.			E:3-5:3: Manage projects through the use of sketchbook/journals.			E:6-8:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea.			E:9-12:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea. Manage projects within sketchbook/journal.			



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<i>Artistic Process</i> Creating						<i>Anchor Standard 3</i> Refine and complete artistic work.						
<i>Enduring Understanding</i> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.						<i>Essential Question</i> 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 completely?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.			I:3-5:1: Think creatively to investigate a variety of ways that artists and designers develop ideas on revising, reflecting, and refining and developing work.			I:6-8:1: Think creatively and collaboratively to form a set of criteria, using reflection and critique to describe, analyze, and interpret the artwork of self and others.			I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style, and purpose.			
			I:3-5:2: Use a variety of strategies to modify and refine artworks in process.						I:9-12:2: Persistently collaborate to revise and refine work through self-critique and reflection.			
<i>Expectations</i>												
E:P-2:1: Use art vocabulary to share your personal work describing and summarizing process and artistic choices.			E:3-5:1: Independently, collaboratively and persistently critique and refine artwork in search of progress for emerging meaning.			E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning.			E:9-12:1: Engage in constructive critique to refine works of art and design while considering relevant, traditional, or contemporary criteria and personal artistic vision.			
			E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.			E:6-8:2: Reflect and summarize important information about personal artwork in an artist statement or another format.						



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Artistic Process Presenting						Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.						
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 How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Make judgments and decisions to justify which works of art will be selected for presentation.			I:3-5:1: Make judgments and decisions to justify which works of art express ideas about self, other people, places and events that will be meaningful in presentations.			I:6-8:1: Access, evaluate and manage information to identify and compare reasons why people create and utilize art.			I:9-12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places			
						I:6-8:2: Study the common themes, culture, and content of artworks.			I:9-12:2: Reflect on the values and beliefs of the society in which they were created.			
						I:6-8:3: Analyze media/technology that is used by curators to care for artworks and presentation.			I:9-12:3: Act on creative ideas from different times and places.			
									I:9-12:4: Work effectively with diverse teams to curate and independently present a body of work (portfolio) that explores a contemporary, cultural, and/ or social issue.			
Expectations												
E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art.			E:3-5:1: Investigate and discuss possibilities and limitations of spaces – physical and digital – for exhibiting art.			E:6-8:1: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.			E:9-12:1: Analyze, evaluate, select and justify choices to present a body of artwork that explores curating artwork for a collection, exhibit, event, or portfolio.			
E:P-2:2: Categorize artwork for an exhibit based on a theme or concept.			E:3-5:2: Develop and apply criteria for evaluating a collection of artwork for presentation. Make judgments and decisions for appropriate museums and galleries for specific works.			E:6-8:2: Define the roles and responsibilities of a curator by explaining the skills and knowledge needed in preserving, maintaining and presenting objects, artifacts, and art.			E:9-12:2: Student responsibility for the demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit, event, or portfolio.			



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Artistic Process Presenting						Anchor Standard 5 Develop and refine 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 refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.			I:3-5:1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation.			I:6-8:1: Make judgments and decisions effectively when implementing evolving technologies to develop and refine artwork based on criteria for presentation or preservation.			I:9-12:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.			
			I:3-5:2: Adapt to change when analyzing artwork based on criteria for presentation or preservation.						I:9-12:2: Working from memory, observation and or experiences analyze a work that represents personal ideas, thoughts and feelings.			
									I:9-12:3: Apply critical thinking and problem solving with use of art vocabulary to describe, analyze and interpret visual qualities perceived and recorded in works of art.			
Expectations												
E:P-2:1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.			E:3-5:1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.			E:6-8:1: Collaboratively prepare and present theme-based artwork that creates a narrative for the viewer.			E:9-12:1: Analyze and evaluate the reasons and ways an exhibition is presented.			
									E:9-12:2: Compare and contrast methods and criteria used for preserving and protecting art.			



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<i>Artistic Process</i> Presenting					<i>Anchor Standard 6</i> Convey meaning through the presentation of artistic work.							
<i>Enduring Understanding</i> 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 of appreciation and understanding.					<i>Essential Question</i> What is an art museum? 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?							
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.					I:3-5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.			I:6-8:1: Analyze media to compare processes used to interpret and express ideas in the visual arts and other disciplines.			I:9-12:1: Make judgments and decisions by accessing, evaluating and using information from a variety of sources.	
											I:9-12:2: Propose factors that influence artists and inspire artworks.	
											I:9-12:3: Communicate clearly cultural values and beliefs, stylistic trends, and technology that have influenced choices to present artwork.	
<i>Expectations</i>												
E:P-2:1: Explain what a museum does to shape ideas, beliefs, and experiences.					E:3-5:1: Explain how and where different cultures record stories and history of life through art.			E:6-8:1: Justify how museums and other venues reflect the history, values, and beliefs of a community.			E:9-12:1: Describe the impact an exhibit or collection has on personal, awareness of social, cultural, or political beliefs and understandings.	
E:P-2:2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.					E:3-5:2: Compare and contrast how art museums and other venues present ideas and provide information.			E:6-8:2: Examine why and how an exhibition or collection can be interpreted differently in varying venues.			E:9-12:2: Curate a grouping of objects, artifacts, or art to impact the viewer's understanding of social, cultural, and/or political experiences.	



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Artistic Process Responding						Anchor Standard 7 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. Visual imagery influences understanding of and responses to the world.						Essential Question How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Think creatively to identify and describe observed form.			I:3-5:1: Analyze similarities and differences between the elements of art in observed form.			I:6-8:1: Be self-directed learners to identify, describe, interpret and produce visual representations of the physical qualities of observed form.			I:9-12:1: Analyze media used in reflecting on the on the completed work.			
I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.			I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.			I:6-8:2: Reason effectively to Interpret and communicate the meaning of the impact of visual art.			I:9-12:2: Evaluate the choice and use of media, skills, and knowledge in solving the art problem.			
I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.			I:3-5:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world.			I:6-8:3: Reason effectively to analyze the application of art and principles of design in artistic exemplars and personal artworks.			I:9-12:3: Communicate clearly appropriate art vocabulary to describe, analyze and interpret qualities of visual form evidenced in works of art globally.			
									I:9-12:4: Implement innovative responses describing and analyzing the role of design and images in the world.			
Expectations												
E:P-2:1: Identify and describe art in the environment.			E:3-5:1: Analyze components in visual imagery that convey messages and compare personal interpretations.			E:6-8:1: Explain how a person's artistic choices are influenced by culture, values, and the environment.			E:9-12:1: Hypothesize ways visual imagery influences perceptions or affects human experience.			
E:P-2:2: Compare and/or contrast characteristics of the natural world and constructed environments.						E:6-8:2: Describe ways an image can influence an audience.			E:9-12:2: Use historical and contemporary references to determine if an image effectively influences or represents a culture, time, or audience.			



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<i>Artistic Process</i> Responding						<i>Anchor Standard 8</i> Interpret intent and meaning in artistic work.						
<i>Enduring Understanding</i> People gain insights into meanings or artworks by engaging in the process of art criticism.						<i>Essential Question</i> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? 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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.			I:3-5:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.			I:6-8:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.			I:9-12:1: Make judgments and decisions exploring different criteria and multiple models for judging diverse works of art.			
			I:3-5:2: Experiment with the elements of art and principles of design.			I:6-8:2: Describe and apply criteria to evaluate self – generated works of art and others.			I:9-12:2: Access, evaluate, use, and manage a selected set of criteria to interpret how artists produce critiques that express personal ideas, thoughts and feelings and of others.			
						I:6-8:3: Construct and implement varied sets of criteria for making effective aesthetic judgments.						
<i>Expectations</i>												
E:P-2:1: Identify subject matter and describe the formal characteristics of art.			E:3-5:1: Construct meaning by describing the feelings experienced, the subject matter, the formal characteristics, and the art-making approach.			E:6-8:1: Collaboratively interpret and construct meaning by describing the feelings experienced, subject matter, formal characteristics, and art-making approaches, key concepts, and contextual information.			E:9-12:1: Construct and justify meaningful interpretation of an artwork or collection of works supported by evidence through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, contextual information, and key concepts.			
E:P-2:2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.			E:3-5:2: Interpret art through contextual information.			E:6-8:2: Demonstrate knowledge of content-specific literacy through art criticism.			E:9-12:2: Analyze and comprehend differing interpretations of an artwork or collection of works and explain how various interpretations enrich experiences of art and life.			



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VISUAL ART												
Artistic Process Responding							Anchor Standard 9 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?					
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Think creatively and in a group applying elements of art to evaluate a body of artwork based on various criteria.				I:3-5:1: Work creatively, independently and with others to make judgments and decisions to evaluate a work of art based on various criteria demonstrating knowledge of content-specific literacy.			I:6-8:1: Make judgments and decisions to respond to a work of art based on various criteria.			I:9-12:1: Analyze and evaluate artwork based on select criteria		
							I:6-8:2: Use the elements of art and principles of design to identify and compare ways in which selected artworks represent what viewers see, know, feel and imagine.			I:9-12:2: Determine the value of unique combinations of formal criteria, purpose and expression of contemporary artists.		
										I:9-12:3: Make aesthetic judgments and decisions to evaluate a work of art based on various criteria.		
										I:9-12:4: Think creatively inspired by diverse cultural beliefs and values, trends and technical innovations that influence personal artistic choices.		
Expectations												
E:P-2:1: Use vocabulary to explain preferences about artwork and classify art based on criteria.				E:3-5:1: Evaluate and apply a set of criteria to evaluate more than one work of art.			E:6-8:1: Contrast and support the differences between an evaluation of an artwork based on personal criteria and content-specific literacy.			E:9-12:1: Establish relevant criteria to evaluate a work or collection of art and determine the relevance of criteria used by others.		
E:P-2:2: Evaluate works demonstrating content-specific literacy.				E:3-5:2: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.			E:6-8:2: Create a convincing and logical argument to support an evaluation of art using a set of established criteria.			E:9-12:2: Construct evaluations for a work of art or collection of art based on different sets of criteria.		
E:P-2:3: Engage appropriately as audience participants in formal and informal settings.				E:3-5:3: Engage appropriately as audience participants in formal and informal settings.			E:6-8:3: Engage appropriately as audience participants in formal and informal settings.			E:9-12:3: Engage appropriately as audience participants in formal and informal settings.		



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VISUAL ART												
Artistic Process Connecting						Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.						
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?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
I:P-2:1: Work creatively with others to connect personal experiences and develop meaningful compositions.			I:3-5:1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine			I:6-8:1: Work creatively with others to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine.			I:9-12:1: Access, evaluate, use and manage information to compare similarities and differences in style and technique among schools of art and periods in art history.			
									I:9-12:2: Make judgments and decisions to create; inspired by art history and personal connections.			
Expectations												
E:P-2:1: Create art that tells a story about life experiences.			E:3-5:1: Observe and interpret cultural traditions and surroundings in new ways by creating art.			E:6-8:1: Create a visual documentation – individually or collaboratively – of people making art as a community to reinforce positive aspects of group identity.			E:9-12:1: Synthesize knowledge of social, cultural, historical, and personal life to create meaningful works of art or design.			
E:P-2:2: Identify and communicate reasons to create art outside of school.			E:3-5:2: Identify and communicate reasons to create art outside of school.			E:6-8:2: Identify and communicate reasons to create art outside of school.			E:9-12:2: Identify and communicate reasons to create art outside of school.			



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<i>Artistic Process</i> Connecting						<i>Anchor Standard 11</i> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.						
<i>Enduring Understanding</i> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.						<i>Essential Question</i> 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 a society? How does art preserve aspects of life?						
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
<i>Indicators</i>												
I:P-2:1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.			I:3-5:1: Reason effectively to understand the role of art as an essential aspect of history, society, culture and human experience.			I:6-8:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places and events.			I:9-12:1: Access, evaluate, use and manage information from a variety of sources and connects art history with personal visions or contemporary issues.			
									I:9-12:2: Determine factors that influenced and inspired artists.			
<i>Expectations</i>												
E:P-2:1: Compare and contrast cultural purposes for creating by examining art from different times and places.			E:3-5:1: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.			E:6-8:1: Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources and cultural uses.			E:9-12:1: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society and the society's impact on the artist.			



Visual Art Standards Grades P-2

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Creating

Enduring Understanding

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with tradition 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 risks? How does collaboration expand the creative process?

How does knowing the contexts of histories and traditions of 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 artistic investigations?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Think creatively about self, others, places, and events. Experiment with design elements/principles such as; colors, line, and shapes. Make use of ideas to communicate about self, others, places, and events.

Expectations

E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.

E:P-2:2: Collaboratively brainstorm multiple approaches to an art or design problem in order to explore personal interests, questions, and curiosities.



Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

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.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

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 and redesigning objects, places or systems effectively?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Develop and experiment in the creation and design of artworks. Act on creative ideas by what you see, feel, know.

Expectations

E:P-2:1: Experiment with various materials and tools to explore personal interests in a work of art or design.

E:P-2:2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

E:P-2:3: Repurpose objects in an innovative way to create art that represents ideas from imagination, memories, or the environment.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

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 completely?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1 Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.

Expectations

E:P-2:1: Use art vocabulary to share your personal work describing and summarizing process and artistic choices.



Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

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

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation?

Why do people value objects, artifacts, and artworks, and select them for presentation?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1 Make judgments and decisions to justify which works of art will be selected for presentation.

Expectations

E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art.

E:P-2:2: Categorize artwork for an exhibit based on a theme or concept.



Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

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 refining artwork affect its meaning to the viewer?

What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.

Expectations

E:P-2:1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

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 of appreciation and understanding.

Essential Question

What is an art museum? 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?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1 Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.

Expectations

E:P-2:1: Explain what a museum does to shape ideas, beliefs, and experiences.

E:P-2:2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.



VISUAL ART

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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. Visual imagery influences understanding of and responses to the world.

Essential Question

How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world? What can we learn from our responses to art?

What is an image?

Where and how do we encounter images in our world?

How do images influence our views of the world?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Think creatively to identify and describe observed form.

I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.

I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.

Expectations

E:P-2:1: Identify and describe art in the environment.

E:P-2:2: Compare and/or contrast characteristics of the natural world and constructed environments.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or 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 as text?

How does knowing and using visual art vocabularies help us understand and interpret works of art? 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?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.

Expectations

E:P-2:1: Identify subject matter and describe the formal characteristics of art.

E:P-2:2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.



VISUAL ART

State Standards

Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

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?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Think creatively and in a group applying elements of art to evaluate a body of artwork based on various criteria.

Expectations

E:P-2:1: Use vocabulary to explain preferences about artwork and classify art based on criteria.

E:P-2:2: Evaluate works demonstrating content-specific literacy.

E:P-2:3: Engage appropriately as audience participants in formal and informal settings.



VISUAL ART

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

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?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Work creatively with others to connect personal experiences and develop meaningful compositions.

Expectations

E:P-2:1: Create art that tells a story about life experiences.

E:P-2:2: Identify and communicate reasons to create art outside of school.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

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 a society?

How does art preserve aspects of life?

Developmental Level: Exposure

PK

K

1

2

Indicators

I:P-2:1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.

Expectations

E:P-2:1: Compare and contrast cultural purposes for creating by examining art from different times and places.



Visual Art Standards Grades 3-5

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Enduring Understanding

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with tradition 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 risks? How does collaboration expand the creative process?

How does knowing the contexts of histories and traditions of 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 artistic investigations?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.

Expectations

E:3-5:1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for art-making.

E:3-5:2: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.



VISUAL ART

State Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

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.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

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 and redesigning objects, places or systems effectively?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Develop and experiment in the creation and design of artworks. Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.

Expectations

E:3-5:1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship.

E:3-5:2: Identify, describe and visually represent places and/or objects that are personally meaningful.

E:3-5:3: Manage projects through the use of sketchbook/journals.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

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 completely?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Think creatively to investigate a variety of ways that artists and designers develop ideas on revising, reflecting, and refining and developing work. Use a variety of strategies to modify and refine artworks in process.

Expectations

E:3-5:1: Independently, collaboratively and persistently critique and refine artwork in search of progress for emerging meaning.

E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.



VISUAL ART

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

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

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation and presentation?

Why do people value objects, artifacts, and artworks, and select them for presentation?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Make judgments and decisions to justify which works of art express ideas about self, other people, places, and events that will be meaningful in presentations.

Expectations

E:3-5:1: Investigate and discuss possibilities and limitations of spaces – physical and digital – for exhibiting art.

E:3-5:2: Develop and apply criteria for evaluating a collection of artwork for presentation. Make judgments and decisions for appropriate museums and galleries for specific works.



VISUAL ART

State Standards

Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

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 refining artwork affect its meaning to the viewer?

What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation. Adapt to change when analyzing artwork based on criteria for presentation or preservation.

Expectations

E:3-5:1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

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 of appreciation and understanding.

Essential Question

What is an art museum?

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?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.

Expectations

E:3-5:1: Explain how and where different cultures record stories and history of life through art.

E:3-5:2: Compare and contrast how art museums and other venues present ideas and provide information.



VISUAL ART

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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. Visual imagery influences understanding of and responses to the world.

Essential Question

How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world? What can we learn from our responses to art?

What is an image?

Where and how do we encounter images in our world?

How do images influence our views of the world?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Analyze similarities and differences between the elements of art in observed form.

I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.

I:3-5:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world.

Expectations

E:3-5:1: Analyze components in visual imagery that convey messages and compare personal interpretations.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or 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 as text?

How does knowing and using visual art vocabularies help us understand and interpret works of art? 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?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others. Experiment with the elements of art and principles of design.

Expectations

E:3-5:1: Construct meaning by describing the feelings experienced, the subject matter, the formal characteristics, and the art-making approach.

E:3-5:2: Interpret art through contextual information.



VISUAL ART

State Standards

Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

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?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Work creatively, independently and with others to make judgments and decisions to evaluate a work of art based on various criteria demonstrating knowledge of content-specific literacy.

Expectations

E:3-5:1: Evaluate and apply a set of criteria to evaluate more than one work of art.

E:3-5:2: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.

E:3-5:3 Engage appropriately as audience participants in formal and informal settings.



VISUAL ART

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

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?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine

Expectations

E:3-5:1: Observe and interpret cultural traditions and surroundings in new ways by creating art.

E:3-5:1: Identify and communicate reasons to create art outside of school.



VISUAL ART

State Standards

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

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 a society?

How does art preserve aspects of life?

Developmental Level: Exploration

3

4

5

Indicators

I:3-5:1: Reason effectively to understand the role of art as an essential aspect of history, society, culture, and human experience.

Expectations

E:3-5:1: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.



Visual Art Standards Grades 6-8

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

<i>Artistic Process</i>	<i>Enduring Understanding</i>	<i>Essential Question</i>
Creating	<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>How does knowing the contexts of histories and traditions of 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 artistic investigations?</p>

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Access, evaluate, use, and manage information throughout the context of art history and design.
Create collaborative meaningful compositions.

Expectations

E:6-8:1: Synthesize concepts to formulate ideas and criteria to guide the artistic process.

E:6-8:2: Determine the stages of the creative process in traditional or new media.

E:6-8:3: Work effectively with diverse teams to investigate an aspect of present day life using a contemporary practice of art or design.



VISUAL ART

State Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

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.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

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 and redesigning objects, places or systems effectively?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Evaluate objects, places and design to influence artistic utilization when creating.

I:6-8:2: Demonstrate how media, processes, and techniques communicate clearly ideas and personal meaning.

Expectations

E:6-8:1: Demonstrate persistence and intellectual risk taking through experimentation and innovation in order to develop a variety of skills and approaches to creating art.

E:6-8:2: Explain the environmental, social, and ethical implications of using various tools, materials, equipment, and images to create works of art and design.

E:6-8:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea.



Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

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 completely?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Think creatively and collaboratively to form a set of criteria, using reflection and critique to describe, analyze, and interpret the artwork of self and others.

Expectations

E:6-8:1: Determine whether personal artwork meets established criteria and communicates intended meaning.

E:6-8:2: Reflect and summarize important information about personal artwork in an artist statement or another format.



VISUAL ART

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

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

How are artworks cared for and by whom?

What criteria, methods, and processes are used to select work for preservation and presentation?

Why do people value objects, artifacts, and artworks, and select them for presentation?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Access, evaluate, and manage information to identify and compare reasons why people create and utilize art.

I:6-8:2: Study the common themes, culture, and content of artworks.

I:6-8:3: Analyze media/technology that is used by curators to care for artworks and presentation.

Expectations

E:6-8:1: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

E:6-8:2: Define the roles and responsibilities of a curator by explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and art.



VISUAL ART

State Standards

Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

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 refining artwork affect its meaning to the viewer?

What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Make judgments and decisions effectively when implementing evolving technologies to develop and refine artwork based on criteria for presentation or preservation.

Expectations

E:6-8:1: Collaboratively prepare and present theme-based artwork that creates a narrative for the viewer.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

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 of appreciation and understanding.

Essential Question

What is an art museum?

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?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Analyze media to compare processes used to interpret and express ideas in the visual arts and other disciplines.

Expectations

E:6-8:1: Justify how museums and other venues reflect the history, values, and beliefs of a community.

E:6-8:2: Examine why and how an exhibition or collection can be interpreted differently in varying venues.



VISUAL ART

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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. Visual imagery influences understanding of and responses to the world.

Essential Question

How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world?

What can we learn from our responses to art?

What is an image?

Where and how do we encounter images in our world?

How do images influence our views of the world?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Be self-directed learners to identify, describe, interpret, and produce visual representations of the physical qualities of observed form.

I:6-8:2: Reason effectively to Interpret and communicate the meaning of the impact of visual art

I:6-8:3: Reason effectively to analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks.

Expectations

E:6-8:1: Explain how a person's artistic choices are influenced by culture, values, and the environment.

E:6-8:2: Describe ways an image can influence an audience.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or 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 as text?

How does knowing and using visual art vocabularies help us understand and interpret works of art?

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?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8::1: Analyze media, develop, and apply criteria to personally created works as well as the artwork of others.

I:6-8::2: Describe and apply criteria to evaluate self-generated works of art and others.

I:6-8::3: Construct and implement varied sets of criteria for making effective aesthetic judgments.

Expectations

E:6-8:1: Collaboratively interpret and construct meaning by describing the feelings experienced, subject matter, formal characteristics, and art-making approaches, key concepts, and contextual information.

E:6-8:2: Demonstrate knowledge of content-specific literacy through art criticism.



Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

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?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Make judgments and decisions to respond to a work of art based on various criteria.

I:6-8:2: Use the elements of art and principles of design to identify and compare ways in which selected artworks represent what viewers see, know, feel, and imagine.

Expectations

E:6-8:1: Contrast and support the differences between evaluations of artwork based on personal criteria and content-specific literacy.

E:6-8:2: Create a convincing and logical argument to support an evaluation of art using a set of established criteria.

E:6-8:3: Engage appropriately as audience participants in formal and informal settings.



VISUAL ART

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

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?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Work creatively with others to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine.

Expectations

E:6-8:1: Create a visual documentation – individually or collaboratively – of people making art as a community to reinforce positive aspects of group identity.

E:6-8:2: Identify and communicate reasons to create art outside of school.



Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

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 a society?

How does art preserve aspects of life?

Developmental Level: Enrichment

6

7

8

Indicators

I:6-8:1: Make judgements and decisions to determine ways in which works of art express ideas about self, other people, places, and events.

Expectations

E:6-8:1: Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



Visual Art Standards Grades 9-12

Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process

Enduring Understanding

Essential Question

Creating

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

How does knowing the contexts of histories and traditions of 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 artistic investigations?

Excellence

Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Act on creative ideas within the context of a given or chosen art problem. Utilize media at hand to experiment with process and skills exploring a broad range of ideas.

Expectations

E:9-12:1: Visualize and hypothesize to generate plans for ideas and directions for creating art or design that can elevate the community and influence social change. Apply knowledge of histories and traditions.

E:9-12:2: Brainstorm ideas to make artwork based on a main/central idea or concept. Following or breaking established conventions plan the making of a series of works of art or design based on a theme main/central idea or concept.

VISUAL ART

State Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Artistic Process

Creating

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.

Essential Question

How do artists work?

How do artists and designers learn from trial and error in a safe and healthy environment?

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 and redesigning objects, places or systems effectively?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

Indicators

I:9-12:1: Implement innovations with objects, places and freedom to design, develop, and create artworks.

I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.

I:9-12:3: Identify specific elements of art and principles of design to a global level of perspective.

Expectations

E:9-12:1: Explain the importance of balancing freedom and responsibility in the use of various tools, materials, equipment, and images in the creation and circulation of art.

E:9-12:2: Create works of art or design that demonstrates how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

E:9-12:3: Apply visual organizational strategies to create works of art and design that clearly communicate main/central idea. Manage projects within sketchbook/journal.



VISUAL ART

State Standards

Anchor Standard 3

Refine and complete artistic work.

Artistic Process

Creating

Enduring Understanding

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

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 completely?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style, and purpose.

I:9-12:2: Persistently collaborate to revise and refine work through self-critique and reflection.

Expectations

E:9-12:1: Engage in constructive critique to refine works of art and design while considering relevant, traditional, or contemporary criteria and personal artistic vision.



VISUAL ART

State Standards

Anchor Standard 4

Analyze, interpret, and select artistic work for presentation.

Artistic Process

Presenting

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

How are artworks cared for and by whom?

What criteria, methods, and processes are used to select work for preservation and presentation?

Why do people value objects, artifacts, and artworks, and select them for presentation?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places.

I:9-12:2: Reflect on the values and beliefs of the society in which they were created.

I:9-12:3: Act on creative ideas from different times and places. Work effectively with diverse teams to curate and independently present a body of work (portfolio) that explores a contemporary, cultural, and/ or social issue.

Expectations

E:9-12:1: Analyze, evaluate, select and justify choices to present a body of artwork that explores curating artwork for a collection, exhibit, event, or portfolio.

E:9-12:2: Student responsibility for the demonstration of craftsmanship and presentation based on established criteria for a collection, exhibit, event, or portfolio.



VISUAL ART

State Standards

Anchor Standard 5

Develop and refine artistic work for presentation.

Artistic Process

Presenting

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 refining artwork affect its meaning to the viewer?

What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

Indicators

I:9-12:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.

I:9-12:2: Working from memory, observation and or experiences analyze a work that represents personal ideas, thoughts, and feelings.

I:9-12:3: Apply critical thinking and problem solving with use of art vocabulary to describe, analyze, and interpret visual qualities perceived and recorded in works of art.

Expectations

E:9-12:1: Analyze and evaluate the reasons and ways an exhibition is presented.

E:9-12:2: Compare and contrast methods and criteria used for preserving and protecting art.



VISUAL ART

State Standards

Anchor Standard 6

Convey meaning through the presentation of artistic work.

Artistic Process

Presenting

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 of appreciation and understanding.

Essential Question

What is an art museum?

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?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

Indicators

I:9-12:1: Make judgments and decisions by accessing, evaluating, and using information from a variety of sources.

I:9-12:2: Propose factors that influence artists and inspire artworks.

I:9-12:3: Communicate clearly cultural values and beliefs, stylistic trends, and technology that have influenced choices to present artwork.

Expectations

E:9-12:1: Describe the impact an exhibit or collection has on personal, awareness of social, cultural, or political beliefs and understandings.

E:9-12:2: Curate a grouping of objects, artifacts, or art to impact the viewer's understanding of social, cultural, and/or political experiences.



VISUAL ART

State Standards

Anchor Standard 7

Perceive and analyze artistic work.

Artistic Process

Responding

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.

Visual imagery influences understanding of and responses to the world.

Essential Question

How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world?

What can we learn from our responses to art?

What is an image?

Where and how do we encounter images in our world?

How do images influence our views of the world?

Excellence

Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Analyze media used in reflecting on the on the completed work. Evaluate the choice and use of media, skills, and knowledge in solving the art problem.

I:9-12:2: Communicate clearly appropriate art vocabulary to describe, analyze and interpret qualities of visual form evidenced in works of art globally.

I:9-12:3: Implement innovative responses describing and analyzing the role of design and images in the world.

Expectations

E:9-12:1: Hypothesize ways visual imagery influences perceptions or affects human experience.

E:9-12:2: Use historical and contemporary references to determine if an image effectively influences or represents a culture, time, or audience.



VISUAL ART

State Standards

Anchor Standard 8

Interpret intent and meaning in artistic work.

Artistic Process

Responding

Enduring Understanding

People gain insights into meanings or 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 as text?

How does knowing and using visual art vocabularies help us understand and interpret works of art?

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?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Make judgments and decisions exploring different criteria and multiple models for judging diverse works of art.

I:9-12:2: Access, evaluate, use and manage a selected set of criteria to interpret how artists produce critiques that express personal ideas, thoughts, and feelings and of others.

Expectations

E:9-12:1: Construct and justify meaningful interpretation of an artwork or collection of works supported by evidence through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, contextual information, and key concepts.

E:9-12:2: Analyze and comprehend differing interpretations of an artwork or collection of works and explain how various interpretations enrich experiences of art and life.



VISUAL ART

State Standards

Anchor Standard 9

Apply criteria to evaluate artistic work.

Artistic Process

Responding

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?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Analyze and evaluate artwork based on select criteria.

I:9-12:2: Determine the value of unique combinations of formal criteria, purpose and expression of contemporary artists.

I:9-12:3: Make aesthetic judgments and decisions to evaluate a work of art based on various criteria.

I:9-12:4: Think creatively inspired by diverse cultural beliefs and values, trends and technical innovations that influence personal artistic choices.

Expectations

E:9-12:1: Establish relevant criteria to evaluate a work or collection of art and determine the relevance of criteria used by others.

E:9-12:2: Construct evaluations for a work of art or collection of art based on different sets of criteria.

E:9-12:3: Engage appropriately as audience participants in formal and informal settings.



VISUAL ART

State Standards

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

Connecting

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?

Excellence

High School Proficient

Entrepreneurship

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Access, evaluate, use and manage information to compare similarities and differences in style and technique among schools of art and periods in art history.

I:9-12:2: Make judgments and decisions to create; inspired by art history and personal connections.

Expectations

E:9-12:1: Synthesize knowledge of social, cultural, historical, and personal life to create meaningful works of art or design.

E:9-12:2: Identify and communicate reasons to create art outside of school.



VISUAL ART

State Standards

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Artistic Process

Connecting

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 a society?

How does art preserve aspects of life?

Excellence

High School Proficient

Entrepreneurship

High School Advanced

High School Accomplished

Indicators

I:9-12:1: Access, evaluate, use and manage information from a variety of sources and connects art history with personal visions or contemporary issues.

I:9-12:2: Determine factors that influenced and inspired artists.

Expectations

E:9-12:1: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society and the society's impact on the artist.



Glossary of Visual Arts Terminology

Artwork

Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated context.

Criteria

In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

Materials

Substances out of which art is made or composed, ranging from the traditional to “non-art” material and virtual, cybernetic, and simulated materials.

Play

Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.

Source

National Core Art Standards Glossary-Visual Arts:

<http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%20for%20Visual%20Arts%20Standards%20-%20new%20copyright%20info.pdf>