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MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for VISUAL ARTS
2017





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PURPOSE OF THE ARTS LEARNING STANDARDS_

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

MISSION OF ARTS EDUCATION _____

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

ARTS INTEGRATION _

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

ARTISTIC LITERACY ——

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that art form and be able to reflect, critique, and connect personal experience to the arts.

OVERVIEW OF THE ARTS LEARNING STANDARDS -

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi. This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

BENEFITS OF THE ARTS IN EDUCATION-

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.	

THE ARTS AS CREATIVE PERSONAL REALIZATION		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.	

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.		

THE ARTS AS MEANS TO WELLBEING		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.	

THE ARTS AS COMMUNITY ENGAGEMENT		
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS	
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.	

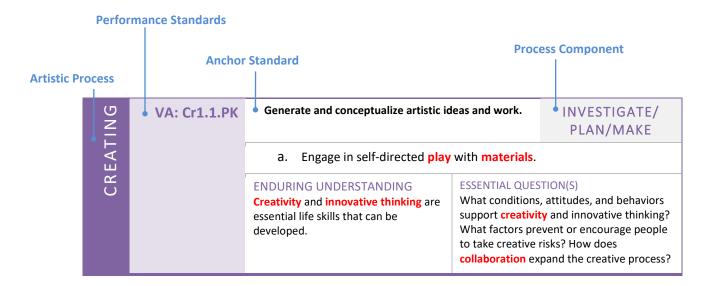
UNDERSTANDING THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the Arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the Arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts (dance, media arts, music, theatre, and visual arts).

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards				
	ARTISTIC F	ROCESSES		
Cr — CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re — RESPONDING	Cn — CONNECTING	
DEFINITION	DEFINITION	DEFINITION	DEFINITION	
Conceiving and developing new artistic ideas and work.	PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.	
	PRESENTING (visual arts): Interpreting and sharing artistic work.			
	PRODUCING (media arts): Realizing and presenting artistic ideas and work.			
	ANCHOR S	TANDARDS		
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	
 Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work. 	 Select, analyze, and interpret artistic work for presentation. Develop and refine artistic techniques and work for presentation. Convey meaning through the presentation of artistic work. 	 Perceive and analyze artistic work. Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work. 	 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. 	



Performance Standards Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

• HS - Proficient

Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.

HS - Accomplished

Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.

HS - Advanced

Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR VISUAL ARTS

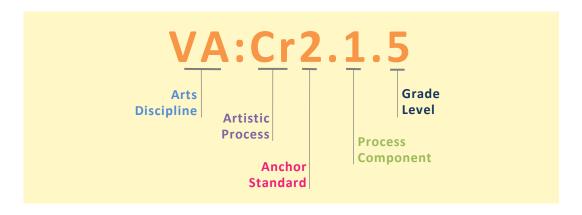
The Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. (National Art Education Association)

The Visual Arts Standards provide learning progressions from Pre-Kindergarten—12th grade and provide a context for the grade level visual arts Performance Standards. These include Philosophical Foundations and Lifelong Goals for Artistic Literacy; Definitions of the artistic processes of Creating, Presenting, Responding, and Connecting; and Anchor Standards which are common across all five of the arts disciplines. The glossary provides definitions for those terms which the writing team felt would benefit from explaining the context or point of view regarding the use of the term within the standards.

- 1. The standards provide the foundation for visual art education for all students. The standards support student-learning outcomes through big ideas enduring understandings and essential questions. The concepts embedded in the standards reflect the scope of learning the knowledge, skills, and understandings taught through study of the visual arts. By including all aspects of creating, presenting, responding, and connecting in study of the visual arts, student learning through these standards explores the full scope of what it means to be an artistically literate citizen. While presented chronologically, the processes are best designed and taught in a blended fashion to support rich artistic skills and behaviors.
- 2. The standards provide ways to address the content of visual art education within the school year. There are 15 Enduring Understandings with 15 correlated grade-by-grade (Pre-Kindergarten-8th grade and three levels for high school) Performance Standards. Art educators will be able to cluster group standards using more than one within a given instructional unit. The Performance Standards offer a practical system for teachers to use to inform their instruction.
- 3. The standards emphasize deep learning in the visual arts creating higher expectations and support college, career and citizenship readiness for all students. The performance standards offer learning progressions for students. Embedded in the standards are ideas about how arts learning can be broadened and deepened to support students in making meaning of their lives and their world. Essential questions are provided for teachers as thought starters promoting inquiry based teaching and learning. They support communicating

- and learning in art by providing language needed for students and stakeholders alike.
- 4. The standards provide opportunities for educators to reflect on their practice. The visual arts performance standards are fundamentally grounded in collective beliefs about what constitutes effective teaching and learning. Individual educators are encouraged to review and use the standards in achieving the goal of continuous improvement. Whether it means updating curriculum or adapting an individual art lesson or curriculum unit, the visual arts standards inspire and support the ways in which art educators keep their teaching fresh and dynamic.

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline The first two letters are codes for the arts discipline notation: **VA** = for Visual Arts

Artistic Process The next two letters after the colon are the artistic process:

Cr = Creating **Pr** = Presenting **Re** = Responding **Cn** = Connecting

Anchor Standard The next number is the anchor standard, numbers 1 to 11.

The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

carry out as they engage in each artistic process.

Grade Level

The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Visual Arts:

VA:Cr1.1.PK				
VA	Cr	1	1	PK
Arts discipline of Visual Arts	Artistic process of Creating	Anchor standard one	Process component	Pre- Kindergarten
		VA:Pr5.1.4		
VA	Pr	5	1	4
Arts discipline of Visual Arts	Artistic process of Presenting	Anchor standard five	Process component	Grade four
		VA . D . O 1 C		
		VA:Re8.1.6		_
VA	Re	8	1	6
Arts discipline of Visual Arts	Artistic process of Responding	Anchor standard eight	Process component	Grade six
	,	//\·Cn10_1_1		
	VA:Cn10.1.II			
VA	Cn	10	1	II
Arts discipline of Visual Arts	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten **THROUGH** 8th Grade [VISUAL ARTS]





$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{Words in {\it red}$ are defined in the Glossary.}$

CREATING	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed play with materials.		
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	creativity and innovence encourage people t	ON(S) ctitudes, and behaviors support vative thinking? What factors prevent or o take creative risks? How does and the creative process?
	VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed, creative making.		
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	9	
	VA: Cr2.1.PK	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Use a variety of art-making tools.		
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether	ON(S) R? How do artists and designers a particular direction in their work is artists and designers learn from trial and
	VA: Cr2.2.PK	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Share materials with others.		
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety,	ESSENTIAL QUESTIC	ON(S) designers care for and maintain



ŋ	VA: Cr2.3.PK Organize and develop artistic ideas and work.		VA: Cr2.3.PK		INVESTIGATE
		a. Create and tell about art that communicates a story a	about a familiar place or object.		
CREATIN		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and de communities? How do artists a goals for designing or redesigning systems? How do artists and de or design that effectively communities.	nd designers determine ng objects, places, or ssigners create works of art	
	VA: Cr3.1.PK	Refine and complete artistic work.	REFLEC [*]	/ REFINE / COMPLETE	
	a. Share and talk about personal artwork.				
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence pla and developing work? How do accomplished in art forms? How reflecting on a work help us ex more completely?	artists grow and become v does collaboratively	

ESENTING

Select, analyze and interpret artistic work for presentation. **VA: Pr4.1.PK**

SELECT

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

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(S)

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

9	VA: Pr5.1.PK	Develop and refine artistic techniques and work for present	ANALYZE	
N H N		a. Identify places where art may be displayed or saved.		
PRESEN	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(S) What methods and processes are considered preparing artwork for presentation or preparing artwork affect its meaning what criteria are considered when select presentation, a portfolio, or a collection	reservation? How to the viewer? cting work for
	VA: Pr6.1.PK	Convey meaning through the presentation of artistic work.		
		a. Identify where art is displayed both inside and outside of school.		
		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(S) What is an art museum? How does the parting of objects, artifacts, and artworks shape ideas, beliefs, and experiences? Fartifacts, and artworks collected, preser cultivate appreciation and understanding	ks influence and low do objects, ved, or presented,

G	VA: Re7.1.PK	Perceive and analyze artistic work.	PERCEIVE
Z		a. Recognize art in one's environment.	
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) 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?
'	VA: Re 7.2 .PK	Perceive and analyze artistic work.	PERCEIVE
		a. Distinguish between images and real objects.	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

9	VA: Re8.1.PK	Interpret intent and meaning in artistic work.		ANALYZE
$\frac{Z}{C}$		a. Interpret art by identifying and describing subject ma	atter.	
RESPONDIN		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in a criticism? How can the viewer "re How does knowing and using visu understand and interpret works of	ead ["] a work of art as text ? ual art vocabularies help us
	VA: Re9.1.PK	Apply criteria to evaluate artistic work.		INTERPRET
		a. Select a preferred artwork.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

9	VA: Cn10.1.PK	Synthesize and relate knowledge and personal experiences t	o make art.	SYNTHESIZE
Z		a. Explore the world using descriptive and expressive wo	ords and art-making.	
CONNECTI		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating How does making art attune per How do people contribute to an understanding of their lives and communities through art-making	eople to their surroundings? wareness and d the lives of their
		Relate artistic ideas and works with societal, cultural, and his deepen understanding.	storical context to	RELATE
		a. Recognize that people make art.		
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understard different times, places, and cultimpact the views of a society? If aspects of life?	tures? How is art used to

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{Words in {\it red}$ are defined in the Glossary.}$

פ	VA: Cr1.1.K	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE		
		a. Engage in exploration and imaginative play with mate	erials.		
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) 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?		
	VA: Cr1.2.K	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE		
		a. Engage collaboratively in creative art-making in response	Engage collaboratively in creative art-making in response to an artistic problem.		
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, 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 artistic investigations?		
	VA: Cr2.1.K	Organize and develop artistic ideas and work.	INVESTIGATE		
		a. Through experimentation, build skills in various media and approaches to art-making.			
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	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?		
	VA: Cr2.2.K	Organize and develop artistic ideas and work.	INVESTIGATE		
	VA. CI 2.2.11				
	VA. 012.2.IX	a. Identify safe and non-toxic art materials, tools, and ed			



$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

D D	a. Create art that represents natural and constructed environments. ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ESSENTIAL QUESTION(S) How do objects, places, and design communities? How do artists and communities? How do artists and design goals for designing or redesigning or systems? How do artists and design	Organize and develop artistic ideas and work.		INVESTIGATE		
		a. Create art that represents natural and constructed environments.				
CREATI		People create and interact with objects, places, and design				
	VA: Cr3.1.K	Refine and complete artistic work.	REFLECT	/ REFINE / COMPLETE		
		a. Explain the process of making art while creating.				
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence pla developing work? How do artis accomplished in art forms? How reflecting on a work help us exp more completely?	ts grow and become v does collaboratively		

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VA: Pr4.1.K

Select, analyze and interpret artistic work for presentation.

SELECT

a. Select art objects for personal portfolio and display, explaining why they were chosen.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA: Pr5.1.K

Develop and refine artistic techniques and work for presentation.

ANALYZE

a. Explain the purpose of a **portfolio** or collection.

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(S)

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?

VA: Pr6.1.K

Convey meaning through the presentation of artistic work.

SHARE

a. Explain what an art museum is and distinguish how an art museum is different from other buildings.

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(S)

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?

G	VA: Re7.1.K	Perceive and analyze artistic work.		PERCEIVE
Z	,	a. Identify uses of art within one's personal environment.		
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from the world?	t impact how we perceive
	VA: Re 7.2. K	Perceive and analyze artistic work.		PERCEIVE
		a. Describe what an image represents.		
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and he images in our world? How do im the world?	
	VA: Re8.1.K	Interpret intent and meaning in artistic work.		ANALYZE
		a. Interpret art by identifying subject matter and descri	bing relevant details.	
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in criticism? How can the viewer "re How does knowing and using vis understand and interpret works	ead" a work of art as text? ual art vocabularies help us
	VA: Re9.1.K	Apply criteria to evaluate artistic work.		INTERPRET
		a. Explain reasons for selecting a preferred artwork.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

$Pre-Kindergarten\ through\ 8^{\rm th}\ Grade\ \hbox{\tt [VISUAL\ ARTS]}\ \textit{words in {\it red}$ are defined in the Glossary}.$

_D	VA: Cn10.1.K	Synthesize and relate knowledge and personal experiences	to make art.	SYNTHESIZE
Z		a. Create art that tells a story about a life experience.		
CONNECT		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.		
	VA: Cn11.1.K	Relate artistic ideas and works with societal, cultural, and hunderstanding.	istorical <mark>context</mark> to deepen	RELATE
		a. Identify a purpose of an artwork.		
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

Pre-	Kindergartei	n through $8^{ m th}$ Grade [VISUAL ARTS] wor	ds in red are defined in the Glossary.	
9	VA: Cr1.1.1	Generate and conceptualize artistic ideas and work.	INVESTIGATE / F	PLAN / MAKE
		a. Engage collaboratively in exploration and imaginative play with materials.		
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors s and innovative thinking? What factors previpeople to take creative risks? How does colexpand the creative process?	ent or encourage
	VA: Cr1.2.1	Generate and conceptualize artistic ideas and work.	INVESTIGATE / F	PLAN / MAKE
		a. Use observation and investigation in preparation for r	naking a work of art.	
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, a art forms help us create works of art and de artists follow or break from established tracartists determine what resources and criter formulate artistic investigations?	esign? Why do ditions? How do
	VA: Cr2.1.1	Organize and develop artistic ideas and work.	IN	VESTIGATE
		a. Explore uses of materials and tools to create works of	art or design.	
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	ESSENTIAL QUESTION(S) How do artists work? How do artists and de determine whether a particular direction in effective? How do artists and designers lear and error?	their work is
	VA: Cr2.2.1	Organize and develop artistic ideas and work.	IN	VESTIGATE
		a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.		art.
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and materials, tools, and equipment? Why is it is safety and health to understand and follow procedures in handling materials, tools, and What responsibilities come with the freedo	important for correct dequipment?

D	VA: Cr2.3.1	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.		
CREATING		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works or or design that effectively communicate?	
	VA: Cr3.1.1	Refine and complete artistic work.		REFLECT / REFINE / COMPLETE
		a. Use art vocabulary to describe choices while creating a	rt.	
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	developing work? H accomplished in art	on(S) sistence play in revising, refining, and low do artists grow and become forms? How does collaboratively chelp us experience it

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VA: Pr4.1.1 Select, analyze and interpret artistic work for presentation.

SELECT

a. Explain why some objects, artifacts, and artwork are valued over others.

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(S)

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

9	VA: Pr5.1.1 Develop and refine artistic techniques and work for presentation.		ANALYZE	
Z - Z		 Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation. 		
PRESE		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(S) What methods and processes are consider preparing artwork for presentation or preparing artwork affect its meaning criteria are considered when selecting we presentation, a portfolio, or a collection	reservation? How to the viewer? What rork for
	VA: Pr6.1.1	Convey meaning through the presentation of artistic work.		SHARE
		a. Identify the roles and responsibilities of people who w	ork in and visit museums and other art ve	nues.
		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(S) What is an art museum? How does the sharing of objects, artifacts, and artworshape ideas, beliefs, and experiences? Hartifacts, and artworks collected, preservultivate appreciation and understanding	ks influence and How do objects, rved, or presented,

9	VA: Re7.1.1	Perceive and analyze artistic work.		PERCEIVE	
		a. Select and describe works of art that illustrate daily life experiences of one's self and others.			
RESPONDIN		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.	•		
	VA: Re7.2.1	Perceive and analyze artistic work.		PERCEIVE	
		a. Compare images that represent the same subject.			
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and ho images in our world? How do image the world?	I	

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{Words in {\it red}$ are defined in the Glossary.}$

9	VA: Re8.1.1	Interpret intent and meaning in artistic work.		ANALYZE
Z		a. Interpret art by categorizing subject matter and ident	ifying the characteristics of form.	
RESPONDII		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the How can the viewer "read" a worknowing and using visual art voca understand and interpret works.	k of art as text? How does abularies help us
	VA: Re9.1.1	Apply criteria to evaluate artistic work.		INTERPRET
		a. Classify artwork based on different reasons for prefer	ences.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

D Z	VA: Cn10.1.1	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Identify times, places, and reasons by which students make art outside of school.		
CONNECTI		ENDURING UNDERSTANDING 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?	
	VA: Cn11.1.1	Relate artistic ideas and works with societal, cultural, and his deepen understanding.	storical context to	RELATE
		a. Understand that people from different places and tim	es have made art for a variety of re	easons.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand different times, places, and cultu impact the views of a society? Ho aspects of life?	res? How is art used to

9	VA: Cr1.1.2	Generate and conceptualize artistic ideas and work.	IN	IVESTIGATE / PLAN / MAKE
		a. Brainstorm collaboratively multiple approaches to an	art or design problem.	
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	and innovative thinking? V	s, and behaviors support creativity What factors prevent or encourage ks? How does collaboration ss?
	VA: Cr1.2.2	Generate and conceptualize artistic ideas and work.	II	IVESTIGATE / PLAN / MAKE
	Ţ	a. Make art or design with various materials and tools to	explore personal interests,	questions, and curiosity.
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	art forms help us create w artists follow or break fror	ntexts, histories, and traditions of orks of art and design? Why do n established traditions? How do ources and criteria are needed to ations?
	VA: Cr2.1.2	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Experiment with various materials and tools to explor	e personal interests in a wo	rk of art or design.
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	1	do artists and designers cular direction in their work is and designers learn from trial
	VA: Cr2.2.2	Artists and designers experiment with forms, structures,	How do artists work? How determine whether a part effective? How do artists a	cular direction in their work is
	VA: Cr2.2.2	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	How do artists work? How determine whether a part effective? How do artists a and error?	cular direction in their work is and designers learn from trial

ى ق	VA: Cr2.3.2	Organize and develop artistic ideas and work.		INVESTIGATE
Z		a. Repurpose objects to make something new.		
CREATING		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine go for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	
	VA: Cr3.1.2 Refine and complete artistic work.			
	VA: Cr3.1.2	Refine and complete artistic work.	REFLECT	/ REFINE / COMPLETE
	VA: Cr3.1.2	a. Discuss and reflect with peers about choices made in		/ REFINE / COMPLETE

D Z	VA: Pr4.1.2	Select, analyze and interpret artistic work for presentation.	SELECT			
F		a. Categorize artwork based on a theme or concept for an exhibit.				
PRESEN		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(S) How are artworks cared for and by who methods, and processes are used to selepreservation or presentation? Why do partifacts, and artworks, and select them	ect work for people value objects,		

VA: Pr5.1.2	Develop and refine artistic techniques and work for presentation.		ANALYZE
	a. Distinguish between different materials or artistic techniques for preparing artwork 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.	preparing artwork for presentation or preservation? How	
VA: Pr6.1.2	Convey meaning through the presentation of artistic work.		SHARE
	Analyze how art exhibited inside and outside of schoovenues) contributes to communities.	ls (such as in museums, galleries, virtual sp	aces, and other
	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.	sharing of objects, artifacts, and artwork shape ideas, beliefs, and experiences? He artifacts, and artworks collected, preserv	s influence and ow do objects, ved, or presented,
		a. Distinguish between different materials or artistic tecl 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. VA: Pr6.1.2 Convey meaning through the presentation of artistic work. a. Analyze how art exhibited inside and outside of school venues) contributes to communities. 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	a. Distinguish between different materials or artistic techniques for preparing artwork for presental 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. VA: Pr6.1.2 Convey meaning through the presentation of artistic work. a. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual sponts) contributes to communities. 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

ט	VA: Re7.1.2	Perceive and analyze artistic work.	PERCEIVE
		a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) 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?
	VA: Re7.2.2	Perceive and analyze artistic work.	PERCEIVE
		a. Categorize images based on expressive properties.	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

RESPONDING	VA: Re8.1.2	Interpret intent and meaning in artistic work.		ANALYZE
		 Interpret art by identifying the mood suggested by a vector characteristics of form. 	work of art and describing relevant su	bject matter and
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in th How can the viewer "read" a work knowing and using visual art vocab understand and interpret works of	of art as text ? How does ularies help us
	VA: Re9.1.2	Apply criteria to evaluate artistic work.		INTERPRET
		a. Use learned art vocabulary to express preferences ab	out artwork.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria t How and why might criteria vary? preference different from an evalu	How is a personal

9	VA: Cn10.1.2	Synthesize and relate knowledge and personal experiences to	make art.	SYNTHESIZE
Z		a. Create works of art about events in home, school, or community life.		
CONNECT		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating How does making art attune per How do people contribute to a understanding of their lives and communities through art-making	eople to their surroundings? wareness and d the lives of their
'	VA: Cn11.1.2	Relate artistic ideas and works with societal, cultural, and hist deepen understanding.	orical context to	RELATE
		a. Compare and contrast cultural uses of artwork from dif	ferent times and places.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understal different times, places, and cultimpact the views of a society? aspects of life?	tures? How is art used to

Pre-	Kindergarte	n through 8th Grade [VISUAL ARTS] w	ords in red are defined in the Glo	ssary.
9	VA: Cr1.1.3	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
VILV		a. Elaborate on an imaginative idea.		
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	and innovative thinki	itudes, and behaviors support creativity ng? What factors prevent or encourage ve risks? How does collaboration
	VA: Cr1.2.3	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		 a. Apply knowledge of available resources, tools, and to making process. 	echnologies to investiga	te personal ideas through the art-
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	art forms help us cre artists follow or brea	ne contexts, histories, and traditions of ate works of art and design? Why do k from established traditions? How do at resources and criteria are needed to
	VA: Cr2.1.3	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Create personally satisfying artwork using a variety of artistic processes and materials.		
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether a	N(S) P How do artists and designers I particular direction in their work is Titists and designers learn from trial

and error?

פ	VA: Cr2.2.3	Organize and develop artistic ideas and work.		INVESTIGATE
REATING		a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.		
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care materials, tools, and equipment? safety and health to understand a procedures in handling materials, What responsibilities come with the same care and same	Why is it important for and follow correct tools, and equipment?
	VA: Cr2.3.3	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Individually or collaboratively construct representation everyday life.	ons, diagrams, or maps of places tha	at are part of
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and desig communities? How do artists and for designing or redesigning object How do artists and designers creathat effectively communicate?	designers determine goals ets, places, or systems?
ĺ	VA: Cr3.1.3	Refine and complete artistic work.	REFLECT /	REFINE / COMPLETE
		a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.		ng.
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in developing work? How do artists accomplished in art forms? How or reflecting on a work help us expense.	grow and become does collaboratively

Pre-	Kindergarte	n through 8th Grade [VISUAL ARTS] wor	ds in red are defined in the Glossary.	
ڻ ح	VA: Pr4.1.3	Select, analyze and interpret artistic work for presentation.		SELECT
ENTING		a. Investigate and discuss possibilities and limitations of	spaces, including electronic, for exhibiting	g artwork.
PRESEN		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(S) How are artworks cared for and by who methods, and processes are used to selepteservation or presentation? Why do partifacts, and artworks, and select them	ect work for people value objects,
	VA: Pr5.1.3	Develop and refine artistic techniques and work for presentation.		ANALYZE
	a. Identify exhibit space and prepare works of art including artists' statements, for prese		ng artists' statements, 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(S) What methods and processes are considered preparing artwork for presentation or processes are considered are considered when selecting with presentation, a portfolio, or a collection	reservation? How g to the viewer? What work for
	VA: Pr6.1.3	Convey meaning through the presentation of artistic work.		SHARE
	a. Identify and explain how and where different cultures record and illustrate stories and his		record and illustrate stories and history of	of life through art.
		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	ESSENTIAL QUESTION(S) What is an art museum? How does the sharing of objects, artifacts, and artworkshape ideas, beliefs, and experiences? Here	ks influence and

shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

political experiences resulting in the cultivating of

appreciation and understanding.

9	VA: Re7.1.3	Perceive and analyze artistic work.		PERCEIVE
		a. Speculate about processes an artist uses to create a wo	rk of art.	
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.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about arthe world? What can we learn from the world?	t impact how we perceive
	VA: Re7.2.3	Perceive and analyze artistic work.		PERCEIVE
		a. Determine messages communicated by an image.		
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and he images in our world? How do im the world?	
	VA: Re8.1.3	Interpret intent and meaning in artistic work.		ANALYZE
		a. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.		
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in criticism? How can the viewer "r How does knowing and using vis understand and interpret works	ead" a work of art as text? ual art vocabularies help us
	VA: Re9.1.3	Apply criteria to evaluate artistic work.		INTERPRET
		a. Evaluate an artwork based on given criteria.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

D Z	VA: Cn10.1.3	Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE		SYNTHESIZE
		a. Develop a work of art based on observations of surrou	undings.	
CONNECTI		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating at How does making art attune peo How do people contribute to away of their lives and the lives of their art-making?	ple to their surroundings? areness and understanding
	VA: Cn11.1.3	Relate artistic ideas and works with societal, cultural, and his understanding.	storical context to deepen	RELATE
		a. Recognize that responses to art change depending on	knowledge of the time and place i	n which it was made.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand different times, places, and cultu impact the views of a society? Ho aspects of life?	res? How is art used to

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary. CREATING Generate and conceptualize artistic ideas and work. VA: Cr1.1.4 INVESTIGATE / PLAN / MAKE a. Brainstorm multiple approaches to a creative art or design problem. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** Creativity and innovative thinking are essential life skills What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage that can be developed. people to take creative risks? How does collaboration expand the creative process? Generate and conceptualize artistic ideas and work. VA: Cr1.2.4 INVESTIGATE / PLAN / MAKE a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. **ENDURING UNDERSTANDING** ESSENTIAL QUESTION(S) Artists and designers shape artistic investigations, following How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do or breaking with traditions in pursuit of creative art-making artists follow or break from established traditions? How do goals. artists determine what resources and criteria are needed to formulate artistic investigations? Organize and develop artistic ideas and work. VA: Cr2.1.4 INVESTIGATE a. Explore and invent art-making techniques and approaches. **ENDURING UNDERSTANDING**

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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?

INVESTIGATE

VA: Cr2.2.4 Organize and develop artistic ideas and work.

a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

ENDURING UNDERSTANDING

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

ESSENTIAL QUESTION(S)

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? What responsibilities come with the freedom to create?

Pre-	Kindergartei	n through 8th Grade [VISUAL ARTS] word	ds in red are defined in the Glo	ossary.	
9	VA: Cr2.3.4	Organize and develop artistic ideas and work.		I	NVESTIGATE
		a. Document, describe, and represent regional construct	ed environments.		
CREATING		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do objects, place communities? How do or designing or redefended how do artists and of that effectively communities.	ces, and design shaped do artists and design esigning objects, plac designers create wor	ers determine goals ces, or systems?
	VA: Cr3.1.4	Refine and complete artistic work.		REFLECT / REFIN	NE / COMPLETE
a. Revise artwork in progress on the ba		a. Revise artwork in progress on the basis of insights gain	ned through peer disc	ussion.	
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTIO What role does pers developing work? He accomplished in art reflecting on a work	sistence play in revisi ow do artists grow a forms? How does co	nd become Ilaboratively
(5)					
Z	VA: Pr4.1.4	Select, analyze and interpret artistic work for presentation.			SELECT
VA: Pr4.		 a. Analyze how past, present, and emerging technologie of artwork. 	s have impacted the p	preservation and pre	esentation
PRESE		ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and		ON(S) ared for and by who esses are used to sele	

preservation or presentation? Why do people value objects,

artifacts, and artworks, and select them for presentation?

curating objects artifacts, and artworks for preservation and

presentation.

116-	re-kindergarten tilrough 8th Grade [VISUAL ARIS] Words in red are defined in the Glossary.			
9	VA: Pr5.1.4	Develop and refine artistic techniques and work for presenta	tion.	ANALYZE
Z F Z		 Analyze the various considerations for presenting and in temporary or permanent forms, and in physical or c 		or outdoor settings,
PRESE		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(S) What methods and processes are considered preparing artwork for presentation or preparing artwork affect its meaning criteria are considered when selecting we presentation, a portfolio, or a collection	reservation? How to the viewer? What vork for
'	VA: Pr6.1.4	Convey meaning through the presentation of artistic work.		SHARE
		 a. Compare and contrast purposes of art museums, art g experiences they provide. 	alleries, and other venues, as well as the t	types of personal
		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(S) What is an art museum? How does the partial sharing of objects, artifacts, and artworks shape ideas, beliefs, and experiences? Hartifacts, and artworks collected, preserved the cultivate appreciation and understanding the collected of the	ks influence and low do objects, ved, or presented,

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VA: Re7.1.4 Perceive and analyze artistic work.

PERCEIVE

a. Compare responses to a work of art before and after working in similar media.

ENDURING UNDERSTANDING

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

ESSENTIAL QUESTION(S)

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?

SPONDING	VA: Re7.2.4	Perceive and analyze artistic work. a. Analyze components in visual imagery that convey me		PERCEIVE	
<u> </u>		a. Analyze components in visual imagery that convey me			
<u> </u>			a. Analyze components in visual imagery that convey messages.		
ж Ш		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how in our world? How do images influworld?	_	
	VA: Re8.1.4	Interpret intent and meaning in artistic work.		ANALYZE	
		 a. Interpret art by referring to contextual information an and use of media. 	d analyzing relevant subject matter	, characteristics of form,	
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
		People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the How can the viewer "read" a work knowing and using visual art voca understand and interpret works or	c of art as text ? How does bularies help us	
	VA: Re9.1.4	Apply criteria to evaluate artistic work.		INTERPRET	
	'	a. Apply one set of criteria to evaluate more than one wo	ork of art.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary? preference different from an eval	How is a personal	
9	VA: Cn10.1.4	Synthesize and relate knowledge and personal experiences to	o make art.	SYNTHESIZE	
		a. Create works of art that reflect community cultural tra	aditions.		
ECTING		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating	ESSENTIAL QUESTION(S) How does engaging in creating art		

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

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 artmaking?



5 N G	VA: Cn11.1.4	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
ECT		a. Through observation, infer information about time, place, and culture in which a work of art was crea		
Z Z	ENDURING UNDERSTANDING People develop ideas and understandings of society, ESSENTIAL QUESTION(S) How does art help us understandings of society,		I the lives of people of	
CON		culture, and history through their interactions with and analysis of art.	different times, places, and cultu impact the views of a society? Ho aspects of life?	res? How is art used to

9	VA: Cr1.1.5	Generate and conceptualize artistic ideas and work.	INVES	TIGATE / PLAN / MAKE
		a. Combine ideas to generate an innovative idea for art	-making.	
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) 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?	
	VA: Cr1.2.5	Generate and conceptualize artistic ideas and work.	INVES	STIGATE / PLAN / MAKE
		 a. Identify and demonstrate diverse methods of artistic of art. 	c investigation to choose an approa	ch for beginning a work
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, 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 artistic investigations?	
	VA: Cr2.1.5	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Experiment and develop skills in multiple art-making	techniques and approaches throug	h practice.
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	ESSENTIAL QUESTION(S) How do artists work? How do articular determine whether a particular effective? How do artists and de and error?	direction in their work is

9	VA: Cr2.2.5	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Demonstrate quality craftsmanship through care for a	and use of materials, tools, and equipment.
CREATING		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) 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? What responsibilities come with the freedom to create?
	VA: Cr2.3.5	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Identify, describe, and visually document places and/or objects of personal significance.	
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
	VA: Cr3.1.5	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE
		a. Create artist statements using art vocabulary to descr	ribe personal choices in art-making.
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) 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?



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VA: Pr4.1.5 Select, analyze and interpret artistic work for presentation.

SELECT

a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA: Pr5.1.5 Develop and refine artistic techniques and work for presentation.

ANALYZE

a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

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?

Convey meaning through the presentation of artistic work. VA: Pr6.1.5

SHARE

a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

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?

9	VA: Re7.1.5	Perceive and analyze artistic work.		PERCEIVE
<u> </u>		a. Compare one's own interpretation of a work of art with the interpretation of others.		
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.	ESSENTIAL QUESTION(S) How do life experiences influence How does learning about art imp world? What can we learn from o	act how we perceive the
	VA: Re7.2.5	Perceive and analyze artistic work.		PERCEIVE
		a. Identify and analyze cultural associations suggested by	visual imagery.	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and ho images in our world? How do im the world?	
	VA: Re8.1.5	Interpret intent and meaning in artistic work.		ANALYZE
		 Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. 		
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in a How can the viewer "read" a worknowing and using visual art voca understand and interpret works of	k of art as text? How does abularies help us
	VA: Re9.1.5	Apply criteria to evaluate artistic work.		INTERPRET
		a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.		es, and media as well as
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		People evaluate art based on various criteria.	How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

D Z	VA: Cn10.1.5	Synthesize and relate knowledge and personal experiences	to make art.	SYNTHESIZE
CTIN		 Apply formal and conceptual vocabularies of art and art-making. 	design to view surroundings in ne	ew ways through
CONNECTI		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating a How does making art attune peo How do people contribute to aw of their lives and the lives of the art-making?	ople to their surroundings? vareness and understanding
	VA: Cn11.1.5	Relate artistic ideas and works with societal, cultural, and hi understanding.	storical context to deepen	RELATE
		a. Identify how art is used to inform or change beliefs, v	alues, or behaviors of an individu	al or society.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

9	VA: Cr1.1.6	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		a. Combine concepts collaboratively to generate innovative ideas for creating art.		
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	creativity and innovence encourage people t	DN(S) ctitudes, and behaviors support vative thinking? What factors prevent or take creative risks? How does and the creative process?
	VA: Cr1.2.6	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		a. Formulate an artistic investigation of personally rele	evant content for crea	ting art.
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	art forms help us cr artists follow or bre	the contexts, histories, and traditions of reate works of art and design? Why do eak from established traditions? How do what resources and criteria are needed to
	VA: Cr2.1.6	Organize and develop artistic ideas and work.		INVESTIGATE
		 Demonstrate openness in trying new ideas, materia design. 	ls, methods, and appro	oaches in making works of art and
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether	ON(S) k? How do artists and designers a particular direction in their work is artists and designers learn from trial

9	VA: Cr2.2.6	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Explain environmental implications of conservation,	care, and clean-up of art materia	ls, tools, and equipment.
CREATING		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers camaterials, tools, and equipmen safety and health to understand procedures in handling material What responsibilities come with	t? Why is it important for d and follow correct als, tools, and equipment?
	VA: Cr2.3.6	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Design or redesign objects, places, or systems that n	neet the identified needs of divers	se users.
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and descommunities? How do artists are goals for designing or redesigning systems? How do artists and design that effectively communities.	nd designers determine ng objects, places, or esigners create works of art
	VA: Cr3.1.6	Refine and complete artistic work.	REFLECT,	/ REFINE / COMPLETE
		a. Reflect on whether personal artwork conveys the int	ended meaning and revise accord	dingly.
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play developing work? How do artist accomplished in art forms? How reflecting on a work help us expressed to the completely?	ts grow and become v does collaboratively

U Z	VA: Pr4.1.6	Select, analyze and interpret artistic work for presentation.		SELECT
F N	methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for methods, and processes preservation or presentation.		reserving and presenting two-dimension	al, three-
RES			How are artworks cared for and by who methods, and processes are used to sel preservation or presentation? Why do objects, artifacts, and artworks, and selects.	ect work for people value
	VA: Pr5.1.6	Develop and refine artistic techniques and work for present	ation.	ANALYZE
		 Individually or collaboratively, develop a visual plant of the viewer, and the layout of the exhibit. 	for displaying works of art, analyzing exhi	bit space, the needs
		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(S) What methods and processes are considered preparing artwork for presentation or processes are considered when sele presentation, a portfolio, or a collection	reservation? How g to the viewer? cting work for
	VA: Pr6.1.6	Convey meaning through the presentation of artistic work.		SHARE
		a. Assess, explain, and provide evidence of how museur	ns or other venues reflect history and val	ues of a community.
		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(S) What is an art museum? How does the sharing of objects, artifacts, and artwor shape ideas, beliefs, and experiences? Fartifacts, and artworks collected, preser cultivate appreciation and understanding	ks influence and How do objects, ved, or presented,

ŋ	VA: Re7.1.6	Perceive and analyze artistic work.		PERCEIVE
Z	77111071210	 a. Identify and interpret works of art or design that reverse 	eal how people live around the wo	orld and what they value.
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from the world?	t impact how we perceive
	VA: Re7.2.6	Perceive and analyze artistic work.		PERCEIVE
		 Analyze ways that visual components and cultural as and actions. 	sociations suggested by images in	fluence ideas, emotions,
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and h images in our world? How do im the world?	
	VA: Re8.1.6	Interpret intent and meaning in artistic work.		ANALYZE
		 Interpret art by distinguishing between relevant and matter, characteristics of form and structure, and us 		
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in criticism? How can the viewer "I How does knowing and using visunderstand and interpret works	read" a work of art as text? sual art vocabularies help us
	VA: Re9.1.6	Apply criteria to evaluate artistic work.		INTERPRET
		a. Develop and apply relevant criteria to evaluate a wo	rk of art.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteri How and why might criteria vary preference different from an even	y? How is a personal

STING	VA: Cn10.1.6	Synthesize and relate knowledge and personal experiences	to make art.	SYNTHESIZE
	VA: Cn11.1.6	a. Generate a collection of ideas reflecting current inter	rests and concerns that could be	investigated in art-making.
CONNECTING		ENDURING UNDERSTANDING 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?	
		Relate artistic ideas and works with societal, cultural, and h deepen understanding.	istorical context to	RELATE
		a. Analyze how art reflects changing times, traditions, r	esources, and cultural uses.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understar different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary. REATING VA: Cr1.1.7 Generate and conceptualize artistic ideas and work. INVESTIGATE / PLAN / MAKE a. Apply methods to overcome creative blocks. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S) Creativity** and **innovative thinking** are essential life skills What conditions, attitudes, and behaviors support that can be developed. creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process? VA: Cr1.2.7 Generate and conceptualize artistic ideas and work. INVESTIGATE / PLAN / MAKE a. Develop criteria to guide making a work of art or design to meet an identified goal. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** Artists and designers shape artistic investigations, How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do following or breaking with traditions in pursuit of creative artists follow or break from established traditions? How do art-making goals. artists determine what resources and criteria are needed to formulate artistic investigations? Organize and develop artistic ideas and work. INVESTIGATE VA: Cr2.1.7 a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** Artists and designers experiment with forms, structures, How do artists work? How do artists and designers materials, concepts, media, and art-making approaches. determine whether a particular direction in their work is effective? How do artists and designers learn from trial

and error?

9	VA: Cr2.2.7	Organize and develop artistic ideas and work.		INVESTIGATE
CREATING		 Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		<u> </u>
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	safety and health to unders procedures in handling mat	ment? Why is it important for
	VA: Cr2.3.7	Organize and develop artistic ideas and work.		INVESTIGATE
	VA: Cr3.1.7	 Apply visual organizational strategies to design and processing communicates information or ideas. 	oroduce a work of art, <mark>design</mark>	, or media that clearly
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and communities? How do artist goals for designing or redes systems? How do artists and or design that effectively co	ts and designers determine igning objects, places, or designers create works of art
		Refine and complete artistic work.		REFLECT / REFINE / COMPLETE
		a. Reflect on and explain important information about p	personal artwork in an artist s	statement or another format.
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence developing work? How do a accomplished in art forms? reflecting on a work help us completely?	How does collaboratively

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{Words in } \ \hbox{\it red}\ \textit{are defined in the Glossary}.$ ENTING VA: Pr4.1.7 Select, analyze and interpret artistic work for presentation. a. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** ESI How are artworks cared for and by whom? What criteria, Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, methods, and processes are used to select work for and curating objects artifacts, and artworks for preservation or presentation? Why do people value preservation and presentation. objects, artifacts, and artworks, and select them for

VA: Pr5.1.7 Develop and refine artistic techniques and work for presentation. a. Based on criteria, analyze and evaluate methods for preparing and presenting art.

ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)

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.

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?

SELECT

ANALYZE

SHARE

VA: Pr6.1.7 Convey meaning through the presentation of artistic work.

presentation?

a. Compare and contrast viewing and experiencing collections and exhibitions in different venues.

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(S)

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?

ŋ	VA: Re7.1.7	Perceive and analyze artistic work.		PERCEIVE
ONDING		a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.		
RESPOI		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from	impact how we perceive
	VA: Re7.2.7	Perceive and analyze artistic work.		PERCEIVE
		a. Analyze multiple ways that images influence specific	audiences.	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and ho images in our world? How do image the world?	
	VA: Re8.1.7	Interpret intent and meaning in artistic work.		ANALYZE
		 Interpret art by analyzing art-making approaches, the information, subject matter, and use of media to ide 		ure, relevant contextual
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in to criticism? How can the viewer "red How does knowing and using visuounderstand and interpret works of	ead ["] a work of art as text ? ual art vocabularies help us
	VA: Re9.1.7	Apply criteria to evaluate artistic work.		INTERPRET
		 Compare and explain the difference between an eval evaluation of an artwork based on a set of established 	•	sonal criteria and an
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

9	VA: Cn10.1.7	Synthesize and relate knowledge and personal experiences t	o make art.	SYNTHESIZE
CONNECTING		 a. Individually or collaboratively create visual document and experience art or design in the community. 	tation of places and times in whic	h people gather to make
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating How does making art attune pe How do people contribute to av understanding of their lives and communities through art-making	ople to their surroundings? wareness and I the lives of their
	VA: Cn11.1.7		II.	
	VA: Cn11.1.7	Relate artistic ideas and works with societal, cultural, and hi understanding.	storical context to deepen	RELATE
	VA: Cn11.1.7			

Ð	VA: Cr1.1.8	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
Z		a. Document early stages of the creative process visually and/or verbally in traditional or new media.		
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	creativity and inno encourage people t	ON(S) ttitudes, and behaviors support vative thinking? What factors prevent or to take creative risks? How does nd the creative process?
	VA: Cr1.2.8	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		 a. Collaboratively shape an artistic investigation of an art and design. 	aspect of present-da	y life using a contemporary practice of
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, 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 artistic investigations?	
	VA: Cr2.1.8	Organize and develop artistic ideas and work.		INVESTIGATE
		 Demonstrate willingness to experiment, innovate, a emerge in the process of art-making or designing. 	nd take risks to pursu	e ideas, forms, and meanings that
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether	ON(S) k? How do artists and designers r a particular direction in their work is artists and designers learn from trial

9	VA: Cr2.2.8	Organize and develop artistic ideas and work.		INVESTIGATE
CREATING		 Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. 		
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers ca materials, tools, and equipment safety and health to understand procedures in handling material What responsibilities come with	t? Why is it important for and follow correct s, tools, and equipment?
	VA: Cr2.3.8	Organize and develop artistic ideas and work.		INVESTIGATE
		a. Select, organize, and design images and words to ma	ake visually clear and compelling p	oresentations.
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and des communities? How do artists ar goals for designing or redesignir systems? How do artists and desor design that effectively comm	nd designers determine ng objects, places, or signers create works of art
1	VA: Cr3.1.8	Refine and complete artistic work.	REFLECT	/ REFINE / COMPLETE
		a. Apply relevant criteria to examine, reflect on, and pl	an revisions for a work of art or de	esign in progress.
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play and developing work? How do a accomplished in art forms? How reflecting on a work help us exp more completely?	ortists grow and become v does collaboratively

	VA: Pr4.1.8	Select, analyze and interpret artistic work for presentation.		SELECT	
ENTING		a. Develop and apply criteria for evaluating a collection	a. Develop and apply criteria for evaluating a collection of artwork for presentation.		
PRESEN		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(S) How are artworks cared for and by who methods, and processes are used to selepreservation or presentation? Why do pobjects, artifacts, and artworks, and selepresentation?	ect work for people value	
	VA: Pr5.1.8	Develop and refine artistic techniques and work for presentation.		ANALYZE	
		 a. Collaboratively prepare and present selected theme- narratives for the viewer. 	based artwork for display, and formulate	exhibition	
		ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing	ESSENTIAL QUESTION(S) What methods and processes are consider preparing artwork for presentation or p		
		and refining artwork for display and or when deciding if and how to preserve and protect it.	does refining artwork affect its meaning What criteria are considered when selepresentation, a portfolio, or a collection	to the viewer? cting work for	
	VA: Pr6.1.8	and refining artwork for display and or when deciding if and	does refining artwork affect its meaning What criteria are considered when sele-	to the viewer? cting work for	
	VA: Pr6.1.8	and refining artwork for display and or when deciding if and how to preserve and protect it.	does refining artwork affect its meaning What criteria are considered when selepresentation, a portfolio, or a collection	to the viewer? cting work for n? SHARE	

U VA: Re 7.1. 8	Perceive and analyze artistic work.		PERCEIVE
VA: Re7.1.8	a. Explain how a person's aesthetic choices are influence that one conveys to others.	ced by culture and environment and	d impact the visual image
RESPO	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from	impact how we perceive
VA: Re7.2.8	Perceive and analyze artistic work.		PERCEIVE
	a. Compare and contrast contexts and media in which actions.	viewers encounter images that influ	uence ideas, emotions, and
	Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and ho images in our world? How do image the world?	
VA: Re8.1.8	Interpret intent and meaning in artistic work.		ANALYZE
	 a. Interpret art by analyzing how the interaction of submedia, art-making approaches, and relevant contexideas and mood conveyed. 		
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in a criticism? How can the viewer "re How does knowing and using visu understand and interpret works of	ead" a work of art as <mark>text</mark> ? ual art vocabularies help us
VA: Re9.1.8	Apply criteria to evaluate artistic work.		INTERPRET
	a. Create a convincing and logical argument to support	an evaluation of art.	
	ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal



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9	VA: Cn10.1.8	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
CONNECTING		a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.		
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating a How does making art attune per How do people contribute to aw understanding of their lives and communities through art-making	ople to their surroundings? vareness and the lives of their
deepen understanding.		Relate artistic ideas and works with societal, cultural, and deepen understanding.	d historical <mark>context</mark> to	RELATE
		a. Distinguish different ways art is used to represent,	establish, reinforce, and reflect g	roup identity.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understan different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

High School **PROFICIENT ACCOMPLISHED ADVANCED** [VISUAL ARTS]





CREATING	VA: Cr1.1.I HS PROFICIENT	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE	
		a. Use multiple approaches to begin creative endeavors.			
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prever or encourage people to take creative risks? How does collaboration expand the creative process?		
	VA: Cr1.2.I	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE	
	HS PROFICIENT	a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.			
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, 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 artistic investigations?		
	VA: Cr2.1.I HS PROFICIENT	Organize and develop artistic ideas and work.		INVESTIGATE	
		a. Engage in making a work of art or design without ha	ving a preconceived	d plan.	
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether	rion(S) ork? How do artists and designers er a particular direction in their work is o artists and designers learn from trial	



CREATING	VA: Cr2.2.I	Organize and develop artistic ideas and work.		INVESTIGATE
	HS PROFICIENT	 Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. 		
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	materials, to safety and he procedures i	ts and designers care for and maintain ols, and equipment? Why is it important for ealth to understand and follow correct n handling materials, tools, and equipment? is ibilities come with the freedom to create?
	VA: Cr2.3.I	Organize and develop artistic ideas and work.		INVESTIGATE
	HS PROFICIENT	 a. Collaboratively develop a proposal for an installation and experience of a particular place. 	n, artwork, or s	space design that transforms the perception
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	communities goals for des systems? Ho	cts, places, and design shape lives and so the second seco
	VA: Cr3.1.I	Refine and complete artistic work.		REFLECT / REFINE / COMPLETE
	HS PROFICIENT	 a. Apply relevant criteria from traditional and contemp revisions for works of art and design in progress. 	orary <mark>cultural</mark>	contexts to examine, reflect on, and plan
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	and developi	pes persistence play in revising, refining, ing work? How do artists grow and become d in art forms? How does collaboratively a work help us experience it

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	VA: Pr4.1.I	Select, analyze and interpret artistic work for presentation.	SELECT		
PRESENTING		a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.			
		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(S) How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?		
	VA: Pr5.1.I	Develop and refine artistic techniques and work for present	ation. ANALYZE		
	HS PROFICIENT	a. Analyze and evaluate the reasons and ways an exhibition is presented.			
		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(S) 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?		
	VA: Pr6.1.HS.I HS PROFICIENT	Convey meaning through the presentation of artistic work.	SHARE		
		 Analyze and describe the impact that an exhibition o political beliefs and understandings. 	r collection has on personal awareness of social, cultural, or		
		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(S) 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?		

ONDING	VA: Re7.1.I	Perceive and analyze artistic work.		PERCEIVE	
	HS PROFICIENT	a. Hypothesize ways in which art influences perception and understanding of human experiences.			
RESPONE		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influen art? How does learning about a the world? What can we learn f	rt impact how we perceive	
	VA: Re7.2.I	Perceive and analyze artistic work.		PERCEIVE	
	HS PROFICIENT	a. Analyze how one's understanding of the world is aff	ected by experiencing visual imag	gery.	
	Visual imagery influences understanding of and responses to the world. What imagery influences understanding of and responses to the world.		ESSENTIAL QUESTION(S) What is an image? Where and himages in our world? How do in of the world?		
	VA: Re8.1.I	Interpret intent and meaning in artistic work.		ANALYZE	
	HS PROFICIENT	 Interpret an artwork or collection of works, supported its various contexts. 	ed by relevant and sufficient evid	ence found in the work and	
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism. ESSENTIAL QUESTION(S) What is the value of engage criticism? How can the vie How does knowing and us us understand and interpretation.		read a work of art as text? sual art vocabularies help	
	VA: Re9.1.I	Apply criteria to evaluate artistic work.		INTERPRET	
	HS PROFICIENT	a. Establish relevant criteria in order to evaluate a wor			
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criter art? How and why might criteric preference different from an eventual criterian arterians.	a vary? How is a personal	

e di
PROFICIENT

CONNECTING	VA: Cn10.1.I HS PROFICIENT	Synthesize and relate knowledge and personal experience	es to make art.	SYNTHESIZE
		a. Document the process of developing ideas from early stages to fully elaborated ideas.		
		ENDURING UNDERSTANDING 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?	
	VA: Cn11.1.I HS PROFICIENT	Relate artistic ideas and works with societal, cultural, and deepen understanding.	d historical context to	RELATE
		a. Describe how knowledge of culture, traditions, an	d history may influence personal	responses to art.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

ŋ	VA: Cr1.1.II	Generate and conceptualize artistic ideas and work.	INVESTIG	ATE / PLAN / MAKE
CREATING	HS ACCOMPLISHED	a. Individually or collaboratively formulate new creative problems based on student's existing artwork.		
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and creativity and innovative think or encourage people to take creatileaboration expand the creativity	ing? What factors prevent eative risks? How does
	VA: Cr1.2.II	Generate and conceptualize artistic ideas and work.	INVESTIG	ATE / PLAN / MAKE
	HS ACCOMPLISHED	 a. Choose from a range of materials and methods of works of art and design. 	traditional and contemporary a	rtistic practices to plan
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art a design? Why do artists follow or break from establi traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	
	VA: Cr2.1.II	VA: Cr2.1.II Organize and develop artistic ideas and work.		INVESTIGATE
	HS ACCOMPLISHED	 Through experimentation, practice, and persistent chosen art form. 	ce, demonstrate acquisition of sl	kills and knowledge in a
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	ESSENTIAL QUESTION(S) How do artists work? How do a determine whether a particular effective? How do artists and dand error?	r direction in their work is

CREATING	VA: Cr2.2.II	Organize and develop artistic ideas and work.		INVESTIGATE	
	HS ACCOMPLISHED	a. Demonstrate awareness of ethical implications of making and distributing creative work.			
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers comaterials, tools, and equipmer safety and health to understan procedures in handling material equipment? What responsibility freedom to create?	nt? Why is it important for d and follow correct als, tools, and	
	VA: Cr2.3.II	Organize and develop artistic ideas and work.	IN	IVESTIGATE	
	HS ACCOMPLISHED	a. Redesign an object, system, place, or design in response to contemporary issues.			
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?		
	VA: Cr3.1.II Refine and complete artistic work.		REFLECT /	REFINE / COMPLETE	
	HS ACCOMPLISHED	 Engage in constructive critique with peers, then re design in response to personal artistic vision. 	flect on, re-engage, revise, and	refine works of art and	
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	What role does persistence pla and developing work? How do accomplished in art forms? How reflecting on a work help us ex more completely?	artists grow and become w does collaboratively	

	піді	n School [VISUA	LAKIS] Words in red are defined in the Glossary.		
HS ACCOMPLISHED	D Z	VA: Pr4.1.II	Select, analyze and interpret artistic work for presentatio	n.	SELECT
	PRESENTING	HS ACCOMPLISHED	a. Analyze, select, and critique personal artwork for a	a collection or portfolio 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(S) How are artworks cared for and by w methods, and processes are used to preservation or presentation? Why objects, artifacts, and artworks, and presentation?	select work for do people value
		VA: Pr5.1.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for prese	entation.	ANALYZE
			a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.		
			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(S) What methods and processes are copreparing artwork for presentation of does refining artwork affect its mean what criteria are considered when spresentation, a portfolio, or a collection	or preservation? How ning to the viewer? electing work for
		VA: Pr6.1.II	Convey meaning through the presentation of artistic work	k.	SHARE
		HS ACCOMPLISHED	a. Make, explain, and justify connections between ar	tists or artwork and social, cultural, an	d political history.
			ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	

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.

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?

RESPONDING	VA: Re7.1.II	Perceive and analyze artistic work.		PERCEIVE
	HS ACCOMPLISHED	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.		
		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influe art? How does learning about perceive the world? What can responses to art?	art impact how we
	VA: Re 7.2. II	Perceive and analyze artistic work.		PERCEIVE
	HS ACCOMPLISHED	 Evaluate the effectiveness of an image or image specific audiences. 	s to influence ideas, feelings, and	behaviors of
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and images in our world? How do in of the world?	
	VA: Re8.1.II	Interpret intent and meaning in artistic work.		ANALYZE
	HS ACCOMPLISHED	 a. Identify types of contextual information useful i or collection of works. 	n the process of constructing inte	pretations of an artwork
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging criticism? How can the viewer text? How does knowing and a vocabularies help us understant of art?	"read" a work of art as using visual art

VA: Re9.1.II

HS ACCOMPLISHED

Apply criteria to evaluate artistic work.

RESPOND		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine crit of art? How and why might c personal preference different	riteria vary? How is a
٣	VA: Cn10.1.II	Synthesize and relate knowledge and personal experience	es to make art.	SYNTHESIZE
T	HS ACCOMPLISHED	 Utilize inquiry methods of observation, research, a art-making. 	nd experimentation to explore	unfamiliar subjects through
CONNECTING		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creatin How does making art attune p surroundings? How do people and understanding of their liv communities through art-maken	people to their contribute to awareness res and the lives of their
	VA: Cn11.1.II HS ACCOMPLISHED	Relate artistic ideas and works with societal, cultural, and deepen understanding.	historical context to	RELATE
		 a. Compare uses of art in a variety of societal, cultura art in contemporary and local contexts. 	l, and historical contexts and m	nake connections to uses of
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us underst different times, places, and cu impact the views of a society? aspects of life?	ultures? How is art used to

a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

INTERPRET

CREATING	VA: Cr1.1.III	Generate and conceptualize artistic ideas and work.		INVEST	IGATE / PLAN / MAKE
	HS ADVANCED	a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.			
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	creativity and inn	attitudes, an lovative think ople to take c	nd behaviors support king? What factors prevent reative risks? How does htive process?
	VA: Cr1.2.III	Generate and conceptualize artistic ideas and work.		INVEST	IGATE / PLAN / MAKE
	HS ADVANCED	 a. Choose from a range of materials and methods or or breaking established conventions, to plan the r theme, idea, or concept. 			•
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, 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 artistic investigations?		
	VA: Cr2.1.III	Organize and develop artistic ideas and work.			INVESTIGATE
	HS ADVANCED	 a. Experiment, plan, and make multiple works of art idea, or concept. 	and design that exp	lore a person	nally meaningful theme,
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.		k? How do ar a particular	rtists and designers direction in their work is esigners learn from trial and

9	VA: Cr2.2.III	Organize and develop artistic ideas and work.	INVESTIGATE	
CREATING	HS ADVANCED	 Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 		
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) 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? What responsibilities come with the freedom to create?	
	VA: Cr2.3.III	Organize and develop artistic ideas and work.	INVESTIGATE	
	HS ADVANCED	 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 		
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	
	VA: Cr3.1.III	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE	
	HS ADVANCED	a. Reflect on, re-engage, revise, and refine works of a contemporary criteria as well as personal artistic v		
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) 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?	

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8	פ	VA: Pr4.1.III	Select, analyz
HS ADVANCED	ENTING	HS ADVANCED	a. Critiq a spe
	PRESE		Artists and ot methods, ven and curating

ze and interpret artistic work for presentation.

SELECT

que, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for ecific exhibit or event

INDERSTANDING

ther presenters consider various techniques, nues, and criteria when analyzing, selecting, objects artifacts, and artworks for preservation and presentation.

ESSENTIAL QUESTION(S)

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA: Pr5.1.III HS ADVANCED

Develop and refine artistic techniques and work for presentation.

ANALYZE

a. Investigate, compare, and contrast methods for preserving and protecting art.

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(S)

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?

VA: Pr6.1.HS.III HS ADVANCED

Convey meaning through the presentation of artistic work.

SHARE

a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

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(S)

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?

<u>D</u>	VA: Re7.1.III	Perceive and analyze artistic work.		PERCEIVE	
N	HS ADVANCED	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.			
RESPONI		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn fro	impact how we perceive	
	VA: Re7.2.III	Perceive and analyze artistic work.		PERCEIVE	
	HS ADVANCED	 Determine the commonalities within a group of art timeframe, or culture. 	ists or visual <mark>images</mark> attributed to a	particular type of art,	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and hor images in our world? How do image of the world?	I	
	VA: Re8.1.III	Interpret intent and meaning in artistic work.		ANALYZE	
	HS ADVANCED	Analyze differing interpretations of an artwork or contribution critical analysis.	ollection of works in order to select	and defend a plausible	
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in t criticism? How can the viewer "re text? How does knowing and usin help us understand and interpret	ad" a work of art as great as a great art vocabularies	
	VA: Re9.1.III	Apply criteria to evaluate artistic work.		INTERPRET	
	HS ADVANCED	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.		criteria.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria art? How and why might criteria preference different from an eval	vary? How is a personal	



CONNECTING	VA: Cn10.1.III	Synthesize and relate knowledge and personal experience	es to make art.	SYNTHESIZE
	HS ADVANCED	 Synthesize knowledge of social, cultural, historical, meaningful works of art or design. 	and personal life with art-makin	ng approaches to create
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating How does making art attune p surroundings? How do people and understanding of their live communities through art-mak	eople to their contribute to awareness es and the lives of their
, '	VA: Cn11.1.III HS ADVANCED	Relate artistic ideas and works with societal, cultural, and deepen understanding.	historical context to	RELATE
		a. Appraise the impact of an artist or a group of artist	s on the beliefs, values, and beh	aviors of a society.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understated different times, places, and cut impact the views of a society? aspects of life?	Itures? How is art used to

VISUAL ARTS, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials (Revised July 2012).

ART

In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, "The Role of Theory in Aesthetics," Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art.

In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean "an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated".

An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of artidentifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of "good art".

APPROPRIATION

Intentional borrowing, copying, and alteration of preexisting images and objects.

ARTIST STATEMENT

Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature.

ARTISTIC INVESTIGATIONS

In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing.

ART-MAKING APPROACHES

Diverse strategies and procedures by which artists initiate and pursue making a work.

ARTWORK

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

BRAINSTORM

Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment.

CHARACTERISTIC(S)

Attribute, feature, property, or essential quality.

CHARACTERISTICS OF FORM (AND STRUCTURE)

Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.

COLLABORATION

Joint effort of working together to formulate and solve creative problems.

COLLABORATIVELY

Joining with others in attentive participation in an activity of imagining, exploring, and/or making.

CONCEPTS

Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form.

CONSTRUCTED ENVIRONMENT

Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play.

CONTEMPORARY ARTISTIC PRACTICE

Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces.

CONTEXT

Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception.

COPYRIGHT

Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works.

CREATIVE COMMONS

Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice.

CREATIVITY

Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.

CRITERIA

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

CONTEMPORARY CRITERIA

Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings.

ESTABLISHED CRITERIA

Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design.

PERSONAL CRITERIA

Principles for evaluating art and design based on individual preferences.

RELEVANT CRITERIA

Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work.

CRITIQUE

Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design.

CULTURAL CONTEXTS

Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art.

CULTURAL TRADITIONS

Pattern of practices and beliefs within a societal group.

CURATE

Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits.

CURATOR

Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts.

DESIGN

Application of creativity to planning the optimal solution to a given problem and communication of that plan to others.

DIGITAL FORMAT

Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device.

ENGAGEMENT

Attentive participation in an activity of imagining, exploring, and making.

EXHIBITION NARRATIVE

Written description of an exhibition intended to educate viewers about its purpose.

EXPRESSIVE PROPERTIES

Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art.

FAIR USE

Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work.

FORMAL AND CONCEPTUAL **VOCABULARIES**

Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

GENRE

Category of art or design identified by similarities in form, subject matter, content, or technique.

IMAGE

Visual representation of a person, animal, thing, idea, or concept.

IMAGINATIVE PLAY

Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating.

INNOVATIVE THINKING

Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems.

MATERIAL CULTURE

Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals.

MATERIALS

Substances out of which art is made or composed, ranging from the traditional to "nonart" material and virtual, cybernetic, and simulated materials.

MEDIUM/MEDIA

Mode(s) of artistic expression or communication; material or other resources used for creating art.

OPEN SOURCE

Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (http://opensource.org).

PLAY

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

PORTFOLIO

Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy.

PRESERVATION

Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means.

PRESERVE

Protect, save, and care for (curate) objects, artifacts, and artworks.

STYLE

Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist.

TECHNOLOGIES

Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments.

TEXT

A form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps.

VENUE

Place or setting for an art exhibition, either a physical space or a virtual environment.

VISUAL COMPONENTS

Properties of an image that can be perceived.

VISUAL IMAGERY

Group of images; images in general.

VISUAL ORGANIZATION APPROACHES AND STRATEGIES

Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work.

VISUAL PLAN

Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue.

Americans for the Arts

www.americansforthearts.org

Graphic: Paint Palette by Diego Naïve from the Noun Project

www.thenounproject.com

The Kennedy Center

education.kennedy-center.org//education/ceta/arts integration definition.pdf

Media Arts

www.mediaartseducation.org

National Art Education Association

www.arteducators.org

National Coalition for Core Arts Standards

www.nationalartsstandards.org

State Education Agency Directors of Arts Education

seadae.org

Wiggins, Grant and McTighe, Jay (2005). Understanding by Design Association for Supervision & Curriculum Development (2nd ed.).

ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf

Source: Miss. Code Ann. §37-1-3

7 Miss. Admin. Code, Part 188

MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for VISUAL ARTS
2017





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PURPOSE OF THE ARTS LEARNING STANDARDS.

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

MISSION OF ARTS EDUCATION _____

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

ARTS INTEGRATION _

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

ARTISTIC LITERACY _

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that art form and be able to reflect, critique, and connect personal experience to the arts.

OVERVIEW OF THE ARTS LEARNING STANDARDS -

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi. This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

BENEFITS OF THE ARTS IN EDUCATION-

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION				
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS			
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.			

THE ARTS AS CREATIVE PERSONAL REALIZATION			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.		

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS				
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS			
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.			

THE ARTS AS MEANS TO WELLBEING			
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS		
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.		

THE ARTS AS COMMUNITY ENGAGEMENT				
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS			
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.			

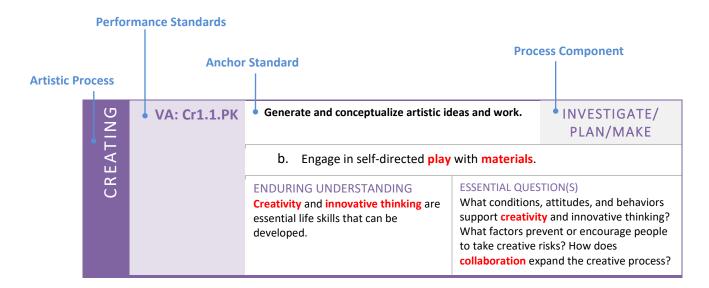
UNDERSTANDING THE ARTS LEARNING STANDARDS_

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre and visual arts) regardless of culture, style or genre and impart the breadth and depth of the Arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the Arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts (dance, media arts, music, theatre and visual arts).

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards						
	ARTISTIC PROCESSES					
Cr — CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re — RESPONDING	Cn — CONNECTING			
DEFINITION	DEFINITION	DEFINITION	DEFINITION			
Conceiving and developing new artistic ideas and work.	PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.			
	PRESENTING (visual arts): Interpreting and sharing artistic work.					
	PRODUCING (media arts): Realizing and presenting artistic ideas and work.					
	ANCHOR S	TANDARDS				
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL			
 12. Generate and conceptualize artistic ideas and work. 13. Organize and develop artistic ideas and work. 14. Refine and complete artistic work. 	 15. Select, analyze, and interpret artistic work for presentation. 16. Develop and refine artistic techniques and work for presentation. 17. Convey meaning through the presentation of artistic work. 	18. Perceive and analyze artistic work.19. Interpret intent and meaning in artistic work.20. Apply criteria to evaluate artistic work.	21. Synthesize and relate knowledge and personal experiences to make art.22. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			



Performance Standards Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

• HS - Proficient

Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.

HS - Accomplished

Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.

HS - Advanced

Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR VISUAL ARTS

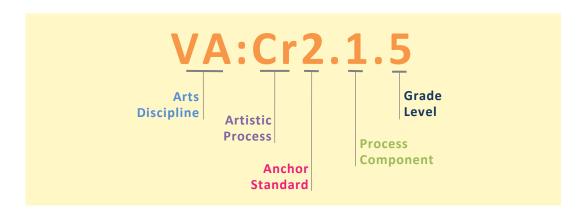
The Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. (National Art Education Association)

The Visual Arts Standards provide learning progressions from Pre-Kindergarten—12th grade and provide a context for the grade level visual arts Performance Standards. These include Philosophical Foundations and Lifelong Goals for Artistic Literacy; Definitions of the artistic processes of Creating, Presenting, Responding, and Connecting; and Anchor Standards which are common across all five of the arts disciplines. The glossary provides definitions for those terms which the writing team felt would benefit from explaining the context or point of view regarding the use of the term within the standards.

- 5. The standards provide the foundation for visual art education for all students. The standards support student-learning outcomes through big ideas enduring understandings and essential questions. The concepts embedded in the standards reflect the scope of learning the knowledge, skills, and understandings taught through study of the visual arts. By including all aspects of creating, presenting, responding, and connecting in study of the visual arts, student learning through these standards explores the full scope of what it means to be an artistically literate citizen. While presented chronologically, the processes are best designed and taught in a blended fashion to support rich artistic skills and behaviors.
- 6. The standards provide ways to address the content of visual art education within the school year. There are 15 Enduring Understandings with 15 correlated grade-by-grade (Pre-Kindergarten-8th grade and three levels for high school) Performance Standards. Art educators will be able to cluster group standards using more than one within a given instructional unit. The Performance Standards offer a practical system for teachers to use to inform their instruction.
- 7. The standards emphasize deep learning in the visual arts creating higher expectations and support college, career and citizenship readiness for all students. The performance standards offer learning progressions for students. Embedded in the standards are ideas about how arts learning can be broadened and deepened to support students in making meaning of their lives and their world. Essential questions are provided for teachers as thought starters promoting inquiry based teaching and learning. They support communicating

- and learning in art by providing language needed for students and stakeholders alike.
- 8. The standards provide opportunities for educators to reflect on their practice. The visual arts performance standards are fundamentally grounded in collective beliefs about what constitutes effective teaching and learning. Individual educators are encouraged to review and use the standards in achieving the goal of continuous improvement. Whether it means updating curriculum or adapting an individual art lesson or curriculum unit, the visual arts standards inspire and support the ways in which art educators keep their teaching fresh and dynamic.

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline The first two letters are codes for the arts discipline notation: **VA** = for Visual Arts

The next two letters after the colon are the artistic process: **Artistic Process**

> Cr = Creating $\mathbf{Pr} = \mathbf{Presenting}$ $\mathbf{Re} = \mathbf{Responding}$ **Cn** = Connecting

Anchor Standard The next number is the anchor standard, numbers 1 to 11.

The next number after the period is the process component which may have more **Process Component** than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Visual Arts:

		VA:Cr1.1.PI	〈	
VA	Cr	1	1	PK
Arts disciple discipline of Visual Arts	Artistic process of Creating	Anchor standard one	Process component	Pre- Kindergarten
		VA:Pr5.1.4		
VA	Pr	5	1	4
Arts disciple discipline of Visual Arts	Artistic process of Presenting	Anchor standard five	Process component	Grade four
		VA:Re8.1.6		
		VA.Reo.1.0		
VA	Re	8	1	6
Arts disciple discipline of Visual Arts	Artistic process of Responding	Anchor standard eight	Process component	Grade six
	,	VA:Cn10.1.I		
144				
VA	Cn	10	1	II
Arts disciple discipline of Visual Arts	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten **THROUGH** 8th Grade [VISUAL ARTS]





$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{Words in {\it red}$ are defined in the Glossary.}$

(D	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
Z		b. Engage in self-directed play with materials.		
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	creativity and innovencourage people to	titudes, and behaviors support vative thinking? What factors prevent or take creative risks? How does and the creative process?
	VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		b. Engage in self-directed, creative making.		
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.		
	VA: Cr2.1.PK	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Use a variety of art-making tools.		
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether	ON(S) R? How do artists and designers a particular direction in their work is artists and designers learn from trial and
	VA: Cr2.2.PK	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Share materials with others.		
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	materials, tools, and safety and health to procedures in handl	designers care for and maintain designers care for and maintain designment? Why is it important for a understand and follow correct ling materials, tools, and equipment? The come with the freedom to create?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

9	VA: Cr2.3.PK	Organize and develop artistic ideas and work.		INVESTIGATE
Z		b. Create and tell about art that communicates a story about a familiar place or object.		
CREATIN		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and de communities? How do artists a goals for designing or redesign systems? How do artists and dor design that effectively communities.	and designers determine ing objects, places, or esigners create works of art
	VA: Cr3.1.PK	Refine and complete artistic work. REFLECT / RE		T / REFINE / COMPLETE
		b. Share and talk about personal artwork.		
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		Artist and designers develop excellence through practice and constructive critique , reflecting on, revising, and refining work over time.	What role does persistence play in revising, refir and developing work? How do artists grow and be accomplished in art forms? How does collaborate reflecting on a work help us experience it more completely?	

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VA: Pr4.1.PK

Select, analyze and interpret artistic work for presentation.

SELECT

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

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(S)

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?



Pre-	Kindergarten	through 8th Grade [VISUAL ARTS] word	ds in red are defined in the Glossary.			
9	VA: Pr5.1.PK	Develop and refine artistic techniques and work for presenta	ANALYZE			
BNITN		b. Identify places where art may be displayed or saved.				
PRESEN'		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(S) What methods and processes are preparing artwork for presentation does refining artwork affect its matter what criteria are considered when presentation, a portfolio, or a considered when the presentation is portfolio, and the presentation is portfolio, or a considered when the presentation is portfolio, and the presentation is portfolio, and the presentation is presented when the presentation is presented by the presented by	on or preservation? How eaning to the viewer? en selecting work for		
	VA: Pr6.1.PK	Convey meaning through the presentation of artistic work. SHARE				
		b. Identify where art is displayed both inside and outside of school.				
		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(S) What is an art museum? How do sharing of objects, artifacts, and a shape ideas, beliefs, and experier artifacts, and artworks collected, cultivate appreciation and unders	artworks influence and nces? How do objects, preserved, or presented,		
G	VA: Re 7.1. PK	Perceive and analyze artistic work.		PERCEIVE		
Z		b. Recognize art in one's environment.				

G	VA: Re7.1.PK	Perceive and analyze artistic work.		PERCEIVE
Z		b. Recognize art in one's environment.		
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from the world?	t impact how we perceive
	VA: Re7.2.PK	Perceive and analyze artistic work.		PERCEIVE
		b. Distinguish between images and real objects.		
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and h images in our world? How do im the world?	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] words in red are defined in the Glossary.

<u> </u>	VA: Re8.1.PK	Interpret intent and meaning in artistic work.		ANALYZE
$\frac{2}{2}$		b. Interpret art by identifying and describing subject ma	itter.	
RESPONDIN		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in criticism? How can the viewer "re How does knowing and using vision understand and interpret works.	ead ["] a work of art as text ? ual art vocabularies help us
	VA: Re9.1.PK	Apply criteria to evaluate artistic work.		INTERPRET
		b. Select a preferred artwork.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

CONNECTING	VA: Cn10.1.PK	Synthesize and relate knowledge and personal experiences to	to make art.	SYNTHESIZE
		b. Explore the world using descriptive and expressive wo	ords and art-making.	
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating How does making art attune per How do people contribute to an understanding of their lives and communities through art-making	eople to their surroundings? wareness and d the lives of their
	VA: Cn11.1.PK	Relate artistic ideas and works with societal, cultural, and hi deepen understanding.	storical <mark>context</mark> to	RELATE
		b. Recognize that people make art.		
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understar different times, places, and cultimpact the views of a society? I aspects of life?	tures? How is art used to

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{Words in } \ \hbox{\it red}\ \textit{are defined in the Glossary}.$ Generate and conceptualize artistic ideas and work. CREATING VA: Cr1.1.K INVESTIGATE / PLAN / MAKE b. Engage in exploration and imaginative play with materials. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S) Creativity** and **innovative thinking** are essential life skills What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or that can be developed. encourage people to take creative risks? How does collaboration expand the creative process? VA: Cr1.2.K Generate and conceptualize artistic ideas and work. INVESTIGATE / PLAN / MAKE b. Engage collaboratively in creative art-making in response to an artistic problem. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** How does knowing the contexts, histories, and traditions of Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making art forms help us create works of art and design? Why do artists follow or break from established traditions? How do goals. artists determine what resources and criteria are needed to formulate artistic investigations? Organize and develop artistic ideas and work. **INVESTIGATE** VA: Cr2.1.K b. Through experimentation, build skills in various media and approaches to art-making. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** How do artists work? How do artists and designers Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Organize and develop artistic ideas and work. VA: Cr2.2.K

INVESTIGATE

b. Identify safe and non-toxic art materials, tools, and equipment.

ENDURING UNDERSTANDING

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

ESSENTIAL QUESTION(S)

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? What responsibilities come with the freedom to create?



$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

CREATING	VA: Cr2.3.K	Organize and develop artistic ideas and work.		INVESTIGATE	
		b. Create art that represents natural and constructed environments.			
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and de communities? How do artists a goals for designing or redesigning systems? How do artists and de or design that effectively communities.	nd designers determine ng objects, places, or esigners create works of art	
	VA: Cr3.1.K	Refine and complete artistic work.	REFLECT	/ REFINE / COMPLETE	
		b. Explain the process of making art while creating.			
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence pla developing work? How do artis accomplished in art forms? How reflecting on a work help us ex more completely?	ts grow and become v does collaboratively	

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Select, analyze and interpret artistic work for presentation.

SELECT

b. Select art objects for personal portfolio and display, explaining why they were chosen.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for **preservation** and presentation.

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA: Pr5.1.K

Develop and refine artistic techniques and work for presentation.

ANALYZE

b. Explain the purpose of a **portfolio** or collection.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

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?

VA: Pr6.1.K

Convey meaning through the presentation of artistic work.

SHARE

b. Explain what an art museum is and distinguish how an art museum is different from other buildings.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

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?

9	VA: Re 7.1. K	Perceive and analyze artistic work.		PERCEIVE
2		b. Identify uses of art within one's personal environment.		
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from the world?	t impact how we perceive
	VA: Re7.2.K	Perceive and analyze artistic work.		PERCEIVE
		b. Describe what an image represents.		
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and he images in our world? How do im the world?	
	VA: Re8.1.K	Interpret intent and meaning in artistic work.		ANALYZE
		b. Interpret art by identifying subject matter and descri	bing relevant details.	
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in criticism? How can the viewer "r How does knowing and using vis understand and interpret works	ead" a work of art as text? ual art vocabularies help us
	VA: Re9.1.K	Apply criteria to evaluate artistic work.		INTERPRET
		b. Explain reasons for selecting a preferred artwork.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

Ŋ	VA: Cn10.1.K	Synthesize and relate knowledge and personal experiences	to make art.	SYNTHESIZE
Z		b. Create art that tells a story about a life experience.		
CONNECTI		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating a How does making art attune per How do people contribute to aw of their lives and the lives of the art-making?	ople to their surroundings? vareness and understanding
	VA: Cn11.1.K	Relate artistic ideas and works with societal, cultural, and h understanding.	istorical context to deepen	RELATE
		b. Identify a purpose of an artwork.		
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understan different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary. CREATING VA: Cr1.1.1 Generate and conceptualize artistic ideas and work. INVESTIGATE / PLAN / MAKE b. Engage collaboratively in exploration and imaginative play with materials. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** Creativity and innovative thinking are essential life skills What conditions, attitudes, and behaviors support **creativity** that can be developed. and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? Generate and conceptualize artistic ideas and work. INVESTIGATE / PLAN / MAKE VA: Cr1.2.1 b. Use observation and investigation in preparation for making a work of art. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** Artists and designers shape artistic investigations, following How does knowing the contexts, histories, and traditions of or breaking with traditions in pursuit of creative art-making art forms help us create works of art and design? Why do artists follow or break from established traditions? How do goals. artists determine what resources and criteria are needed to formulate artistic investigations? Organize and develop artistic ideas and work. **INVESTIGATE** VA: Cr2.1.1 b. Explore uses of materials and tools to create works of art or design. **ENDURING UNDERSTANDING ESSENTIAL QUESTION(S)** How do artists work? How do artists and designers Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Organize and develop artistic ideas and work. VA: Cr2.2.1

INVESTIGATE

b. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

ENDURING UNDERSTANDING

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

ESSENTIAL QUESTION(S)

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? What responsibilities come with the freedom to create?

9	VA: Cr2.3.1	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.		
CREATING		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	communities? How goals for designing of systems? How do as	ON(S) aces, and design shape lives and do artists and designers determine or redesigning objects, places, or rtists and designers create works of art tively communicate?
	VA: Cr3.1.1	Refine and complete artistic work.		REFLECT / REFINE / COMPLETE
		b. Use art vocabulary to describe choices while creating a	rt.	
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	developing work? H accomplished in art	on(S) sistence play in revising, refining, and low do artists grow and become forms? How does collaboratively shelp us experience it

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VA: Pr4.1.1 Select, analyze and interpret artistic work for presentation.

SELECT

b. Explain why some objects, artifacts, and artwork are valued over others.

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(S)

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Ŋ	V/A - D-E 4 4			A NI A I V/7.5
Z	VA: Pr5.1.1	Develop and refine artistic techniques and work for presenta	tion.	ANALYZE
H Z		 Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation. 		
PRESE		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(S) What methods and processes are consider preparing artwork for presentation or preparing artwork affect its meaning criteria are considered when selecting we presentation, a portfolio, or a collection	reservation? How to the viewer? What vork for
	VA: Pr6.1.1	Convey meaning through the presentation of artistic work.		SHARE
		b. Identify the roles and responsibilities of people who work in and visit museums and other art venues.		
		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(S) What is an art museum? How does the sharing of objects, artifacts, and artwor shape ideas, beliefs, and experiences? I artifacts, and artworks collected, prese cultivate appreciation and understanding	ks influence and How do objects, rved, or presented,

פ	VA: Re7.1.1	Perceive and analyze artistic work.	PERCEIVE
		b. Select and describe works of art that illustrate daily life	e experiences of one's self and others.
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) 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?
	VA: Re7.2.1	Perceive and analyze artistic work.	PERCEIVE
		b. Compare images that represent the same subject.	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

9	VA: Re8.1.1	Interpret intent and meaning in artistic work.		ANALYZE
Z		b. Interpret art by categorizing subject matter and ident	ifying the characteristics of form.	
RESPONDI		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in a How can the viewer "read" a worknowing and using visual art voca understand and interpret works of	k of art as text? How does abularies help us
	VA: Re9.1.1	Apply criteria to evaluate artistic work.		INTERPRET
		b. Classify artwork based on different reasons for prefer	ences.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary preference different from an eva	? How is a personal

Ð	VA: Cn10.1.1	Synthesize and relate knowledge and personal experiences t	o make art.	SYNTHESIZE
Z		b. Identify times, places, and reasons by which students	make art outside of school.	
CONNECTI		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating a How does making art attune peo How do people contribute to aw of their lives and the lives of their art-making?	ple to their surroundings? areness and understanding
	VA: Cn11.1.1	Relate artistic ideas and works with societal, cultural, and his deepen understanding.	storical context to	RELATE
		b. Understand that people from different places and tim	es have made art for a variety of re	easons.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand different times, places, and cultu impact the views of a society? Ho aspects of life?	res? How is art used to

Pre-	Kindergartei	n through $8^{ m th}$ Grade [VISUAL ARTS] wor	ds in red are defined in the Glossary.	
9	VA: Cr1.1.2	Generate and conceptualize artistic ideas and work.	INVEST	GATE / PLAN / MAKE
		b. Brainstorm collaboratively multiple approaches to an	art or design problem.	
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and be and innovative thinking? What fa people to take creative risks? How expand the creative process?	ctors prevent or encourage
	VA: Cr1.2.2	Generate and conceptualize artistic ideas and work.	INVESTI	GATE / PLAN / MAKE
		b. Make art or design with various materials and tools to	explore personal interests, question	ons, and curiosity.
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, art forms help us create works of artists follow or break from establists determine what resources formulate artistic investigations?	art and design? Why do lished traditions? How do and criteria are needed to
	VA: Cr2.1.2	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Experiment with various materials and tools to explor	e personal interests in a work of ar	t or design.
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	ESSENTIAL QUESTION(S) How do artists work? How do artidetermine whether a particular deffective? How do artists and desand error?	irection in their work is
	VA: Cr2.2.2	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Demonstrate safe procedures for using and cleaning a	eaning art tools, equipment, and studio spaces.	
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care materials, tools, and equipment? safety and health to understand a procedures in handling materials What responsibilities come with the same content of the same content of the same care and the same content of the same care and the same care an	Why is it important for and follow correct , tools, and equipment?

9	VA: Cr2.3.2	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Repurpose objects to make something new.		
CREATING		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and des communities? How do artists an for designing or redesigning objective How do artists and designers creation that effectively communicate?	d designers determine goals ects, places, or systems?
	VA: Cr3.1.2	Refine and complete artistic work.	REFLECT	/ REFINE / COMPLETE
		b. Discuss and reflect with peers about choices made in	creating artwork.	
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	in rouising refining and
		Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	What role does persistence play developing work? How do artists accomplished in art forms? How reflecting on a work help us expense completely?	s grow and become does collaboratively

D Z	VA: Pr4.1.2	Select, analyze and interpret artistic work for presentation.		SELECT
F		b. Categorize artwork based on a theme or concept for an exhibit.		
PRESEN		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(S) How are artworks cared for and by whom methods, and processes are used to select them artifacts, and artworks, and select them	ect work for people value objects,

ŋ	VA: Pr5.1.2	Develop and refine artistic techniques and work for presenta	tion.	ANALYZE
Z		b. Distinguish between different materials or artistic techniques for preparing artwork for presentation.		
PRESENTI		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(S) What methods and processes are consid preparing artwork for presentation or pr does refining artwork affect its meaning criteria are considered when selecting we presentation, a portfolio, or a collection	eservation? How to the viewer? What ork for
	VA: Pr6.1.2	Convey meaning through the presentation of artistic work.		SHARE
		b. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.		
		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(S) What is an art museum? How does the partification of objects, artifacts, and artwork shape ideas, beliefs, and experiences? Heartifacts, and artworks collected, preserved the cultivate appreciation and understanding	s influence and ow do objects, yed, or presented,

ט	VA: Re7.1.2	Perceive and analyze artistic work.	PERCEIVE
		b. Perceive and describe aesthetic characteristics of one's	natural world and constructed environments.
RESPONDIN		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) 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?
	VA: Re7.2.2	Perceive and analyze artistic work.	PERCEIVE
		b. Categorize images based on expressive properties.	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

RESPONDING	VA: Re8.1.2	Interpret intent and meaning in artistic work.		ANALYZE	
		 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. 			
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the How can the viewer "read" a work knowing and using visual art voca understand and interpret works or	of art as text ? How does bularies help us	
	VA: Re9.1.2	Apply criteria to evaluate artistic work.		INTERPRET	
		b. Use learned art vocabulary to express preferences ab	out artwork.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary? preference different from an eval	How is a personal	

9	VA: Cn10.1.2	Synthesize and relate knowledge and personal experiences to	Synthesize and relate knowledge and personal experiences to make art.		
CTIN		b. Create works of art about events in home, school, or co	ommunity life.		
CONNEC		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating How does making art attune per How do people contribute to a understanding of their lives and communities through art-making	eople to their surroundings? wareness and d the lives of their	
	VA: Cn11.1.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		corical context to	RELATE	
		b. Compare and contrast cultural uses of artwork from dif	ferent times and places.		

Pre-	-Kindergarte	n through 8th Grade [VISUAL ARTS] w	ords in red are defined in the Glos	ssary.
CREATING	VA: Cr1.1.3	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		b. Elaborate on an imaginative idea.		
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	and innovative thinki	tudes, and behaviors support creativity ng? What factors prevent or encourage ve risks? How does collaboration
	VA: Cr1.2.3	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		 b. Apply knowledge of available resources, tools, and to making process. 	echnologies to investiga	te personal ideas through the art-
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	art forms help us crea	ne contexts, histories, and traditions of ate works of art and design? Why do k from established traditions? How do at resources and criteria are needed to
	VA: Cr2.1.3	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Create personally satisfying artwork using a variety of artistic processes and materials.		
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether a	N(S) P How do artists and designers In particular direction in their work is It tists and designers learn from trial

G	VA: Cr2.2.3	Organize and develop artistic ideas and work.		INVESTIGATE	
CREATING		 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. 			
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care materials, tools, and equipment? Safety and health to understand as procedures in handling materials, What responsibilities come with the	Why is it important for nd follow correct tools, and equipment?	
	VA: Cr2.3.3	Organize and develop artistic ideas and work.		INVESTIGATE	
		b. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.			
		People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design communities? How do artists and for designing or redesigning object How do artists and designers creat that effectively communicate?	designers determine goals ts, places, or systems?	
	VA: Cr3.1.3	Refine and complete artistic work.	REFLECT /	REFINE / COMPLETE	
		b. Elaborate visual information by adding details in an artwork to enhance emerging meaning.			
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in developing work? How do artists g accomplished in art forms? How d reflecting on a work help us exper-	row and become oes collaboratively	

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.						
D Z	VA: Pr4.1.3	Select, analyze and interpret artistic work for presentation.	SELECT			
⊢ ⊢ I		b. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting				
PRESEN		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(S) How are artworks cared for and by who methods, and processes are used to sel preservation or presentation? Why do artifacts, and artworks, and select them		ect work for people value objects,		
	VA: Pr5.1.3	Develop and refine artistic techniques and work for presentation.		ANALYZE		
		b. Identify exhibit space and prepare works of art including artists' statements, 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	preparing artwork for presentation or preservation? How			

VA: Pr6.1.3

Convey meaning through the presentation of artistic work.

SHARE

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

ENDURING UNDERSTANDING

how to preserve and protect it.

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(S)

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?

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

9	VA: Re7.1.3	Perceive and analyze artistic work.		PERCEIVE	
		b. Speculate about processes an artist uses to create a work of art.			
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.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from	t impact how we perceive	
	VA: Re7.2.3	Perceive and analyze artistic work.		PERCEIVE	
		b. Determine messages communicated by an image.			
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views or the world?		
	VA: Re8.1.3	Interpret intent and meaning in artistic work.		ANALYZE	
		b. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.			
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in criticism? How can the viewer "re How does knowing and using visu understand and interpret works	ead ["] a work of art as <mark>text</mark> ? ual art vocabularies help us	
	VA: Re9.1.3	Apply criteria to evaluate artistic work.		INTERPRET	
		b. Evaluate an artwork based on given criteria.			
		ESSENTIAL QUESTION(S)			
		People evaluate art based on various criteria.	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?		

D Z	VA: Cn10.1.3	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE		
		b. Develop a work of art based on observations of surroundings.				
CONNECT		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.				
	VA: Cn11.1.3	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE		
		b. Recognize that responses to art change depending on knowledge of the time and place in which it was made.				
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of peodifferent times, places, and cultures? How is art u impact the views of a society? How does art presaspects of life?			

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.						
9	VA: Cr1.1.4	Generate and conceptualize artistic ideas and work.			IGATE / PLAN / MAKE	
		b. Brainstorm multiple approaches to a creative art or d	esign problem.			
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	and innovative think	citudes, and k king? What fa ive risks? Ho	pehaviors support creativity actors prevent or encourage w does collaboration	
	VA: Cr1.2.4	Generate and conceptualize artistic ideas and work.		INVEST	IGATE / PLAN / MAKE	
		b. Collaboratively set goals and create artwork that is m	eaningful and has pur	pose to the r	makers.	
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.				
	VA: Cr2.1.4	Organize and develop artistic ideas and work. INVESTIGATE				
		b. Explore and invent art-making techniques and approaches.				
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.		? How do art a particular c	ists and designers direction in their work is signers learn from trial	
	VA: Cr2.2.4	Organize and develop artistic ideas and work.			INVESTIGATE	
		b. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.			ner that prevents danger to	
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	safety and health to	designers care dequipment? understand	Why is it important for	

What responsibilities come with the freedom to create?

Ð	VA: Cr2.3.4	Organize and develop artistic ideas and work.		INVESTIGATE	
		b. Document, describe, and represent regional construc	ted environments.		
CREATING		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	communities? How for designing or rec	aces, and design shape lives and of order designers determine goals designing objects, places, or systems? designers create works of art or design	
	VA: Cr3.1.4	Refine and complete artistic work.		REFLECT / REFINE / COMPLETE	
		b. Revise artwork in progress on the basis of insights gained through peer discussion.			
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refinir developing work? How do artists grow and becom accomplished in art forms? How does collaborativ reflecting on a work help us experience it more co		
D Z	VA: Pr4.1.4	Select, analyze and interpret artistic work for presentation.		SELECT	
ENTING		 Analyze how past, present, and emerging technologic of artwork. 	es have impacted the	preservation and presentation	
S		ENDURING UNDERSTANDING	ESSENTIAL QUESTI	ON(S)	
A H		Artists and other presenters consider various techniques,	How are artworks	cared for and by whom? What criteria,	

methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Pre-Kindergarter	through 8th	Grade	[VISUAL	ARTS	Words in red are defined in the Glossary.
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9	VA: Pr5.1.4	Develop and refine artistic techniques and work for presenta	tion.	ANALYZE			
Z - Z		b. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.					
PRESE		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(S) What methods and processes are considered preparing artwork for presentation or preparing artwork affect its meaning criteria are considered when selecting we presentation, a portfolio, or a collection	reservation? How to the viewer? What vork for			
	VA: Pr6.1.4	Convey meaning through the presentation of artistic work.		SHARE			
		b. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the experiences they provide.					
		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(S) What is an art museum? How does the partial sharing of objects, artifacts, and artworks shape ideas, beliefs, and experiences? Hartifacts, and artworks collected, preservultivate appreciation and understanding	ks influence and low do objects, ved, or presented,			

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VA: Re7.1.4 Perceive and analyze artistic work.

b. Compare responses to a work of art before and after working in similar media.

ENDURING UNDERSTANDING

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

ESSENTIAL QUESTION(S)

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?

PERCEIVE

CONN

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

Perceive and analyze artistic work.		PERCEIVE
b. Analyze components in visual imagery that convey messages.		
ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.		•
Interpret intent and meaning in artistic work.		ANALYZE
 Interpret art by referring to contextual information an and use of media. 	d analyzing relevant subject matter	, characteristics of form,
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
People gain insights into meanings of artworks by engaging in the process of art criticism.		
Apply criteria to evaluate artistic work.		INTERPRET
b. Apply one set of criteria to evaluate more than one wo	ork of art.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of How and why might criteria vary? How is a personal preference different from an evaluation?	
Synthesize and relate knowledge and personal experiences to	o make art	SYNTHESIZE
		JINIIILJIZE
ENDURING UNDERSTANDING Through art making poople make meaning by investigating		
	b. Analyze components in visual imagery that convey me ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world. Interpret intent and meaning in artistic work. b. Interpret art by referring to contextual information an and use of media. ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism. Apply criteria to evaluate artistic work. b. Apply one set of criteria to evaluate more than one wo ENDURING UNDERSTANDING People evaluate art based on various criteria.	b. Analyze components in visual imagery that convey messages. ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world. ESSENTIAL QUESTION(S) What is an image? Where and ho in our world? How do images influorld? Interpret intent and meaning in artistic work. b. Interpret art by referring to contextual information and analyzing relevant subject matter and use of media. ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism. ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the viewer "read" a worknowing and using visual art voca understand and interpret works of art. ENDURING UNDERSTANDING People evaluate art based on various criteria. ENDURING UNDERSTANDING People evaluate art based on various criteria. ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria varyi preference different from an eval Synthesize and relate knowledge and personal experiences to make art. b. Create works of art that reflect community cultural traditions.

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

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 artmaking?



5 N I	VA: Cn11.1.4	Relate artistic ideas and works with societal, cultural, and his deepen understanding.	RELATE	
ECT		b. Through observation, infer information about time, place, and culture in which a work of art was created.		
ONNE		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and ESSENTIAL QUESTION(S) How does art help us understand to different times, places, and cultures		
O		analysis of art. impact the views of a society? How aspects of life?		ow does art preserve

9	VA: Cr1.1.5	Generate and conceptualize artistic ideas and work.	INVES	TIGATE / PLAN / MAKE
-		b. Combine ideas to generate an innovative idea for art	-making.	
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and and innovative thinking? What for people to take creative risks? How expand the creative process?	actors prevent or encourage
	VA: Cr1.2.5	Generate and conceptualize artistic ideas and work.	INVES	STIGATE / PLAN / MAKE
		 b. Identify and demonstrate diverse methods of artistic of art. 	c investigation to choose an approa	ch for beginning a work
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, art forms help us create works o artists follow or break from esta artists determine what resource formulate artistic investigations	f art and design? Why do blished traditions? How do s and criteria are needed to
	VA: Cr2.1.5	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Experiment and develop skills in multiple art-making	techniques and approaches throug	h practice.
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	ESSENTIAL QUESTION(S) How do artists work? How do articular determine whether a particular effective? How do artists and de and error?	direction in their work is

9	VA: Cr2.2.5	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.		
CREATING		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers car materials, tools, and equipment safety and health to understand procedures in handling materials What responsibilities come with	? Why is it important for and follow correct s, tools, and equipment?
	VA: Cr2.3.5	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Identify, describe, and visually document places and/or objects of personal significance.		
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	
	VA: Cr3.1.5	Refine and complete artistic work.	REFLECT,	REFINE / COMPLETE
		b. Create artist statements using art vocabulary to descr	ibe personal choices in art-making	
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play and developing work? How do at accomplished in art forms? How reflecting on a work help us expended more completely?	rtists grow and become does collaboratively



ENTING

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VA: Pr4.1.5 Select, analyze and interpret artistic work for presentation.

SELECT

b. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA: Pr5.1.5 Develop and refine artistic techniques and work for presentation.

ANALYZE

b. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

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?

Convey meaning through the presentation of artistic work. VA: Pr6.1.5

SHARE

b. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

ENDURING UNDERSTANDING

ESSENTIAL QUESTION(S)

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.

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?

9	VA: Re7.1.5	Perceive and analyze artistic work.		PERCEIVE
<u> </u>		b. Compare one's own interpretation of a work of art with the interpretation of others.		
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.	ESSENTIAL QUESTION(S) How do life experiences influence How does learning about art impa world? What can we learn from o	act how we perceive the
	VA: Re7.2.5	Perceive and analyze artistic work.		PERCEIVE
		b. Identify and analyze cultural associations suggested by	visual imagery.	
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and ho images in our world? How do im the world?	
	VA: Re8.1.5	Interpret intent and meaning in artistic work.		ANALYZE
		b. Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.		
		ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
		People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in t How can the viewer "read" a wor knowing and using visual art voca understand and interpret works of	k of art as text? How does bularies help us
	VA: Re9.1.5	Apply criteria to evaluate artistic work.		INTERPRET
		 Recognize differences in criteria used to evaluate work historical and cultural contexts. 	ks of art depending on styles, genre	es, and media as well as
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary? preference different from an eval	? How is a personal

D Z	VA: Cn10.1.5	Synthesize and relate knowledge and personal experiences	to make art.	SYNTHESIZE
CONNECTIN		b. Apply formal and conceptual vocabularies of art and art-making.	design to view surroundings in ne	ew ways through
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating a How does making art attune per How do people contribute to aw of their lives and the lives of the art-making?	ople to their surroundings? vareness and understanding
	VA: Cn11.1.5	Relate artistic ideas and works with societal, cultural, and hi understanding.	istorical context to deepen	RELATE
		b. Identify how art is used to inform or change beliefs, v	alues, or behaviors of an individu	al or society.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understar different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

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VA: Cr1.1.6	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
	b. Combine concepts collaboratively to generate innovative ideas for creating art.		
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIC	DN(S)
	Creativity and innovative thinking are essential life skills	· ·	titudes, and behaviors support
	that can be developed.	•	vative thinking? What factors prevent or take creative risks? How does
collaboration expand the creative proces			
: Cr1.2.6	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
	b. Formulate an artistic investigation of personally rele	evant content for creat	ting art.
ENDURING UNDERSTANDING ESSENTIAL QUESTIO		ESTION(S)	
Artists and designers shape artistic investigations, How does knowing the		the contexts, histories, and traditions of	
	,		reate works of art and design? Why do eak from established traditions? How do
	art-making goals.		that resources and criteria are needed to
		formulate artistic in	nvestigations?
: Cr2.1.6	Organize and develop artistic ideas and work.		INVESTIGATE
	 b. Demonstrate openness in trying new ideas, material design. 	s, methods, and appro	oaches in making works of art and
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIC	DN(S)
		I .	k? How do artists and designers
	materials, concepts, media, and art-making approaches.	ng approaches. determine whether a particular direction in the effective? How do artists and designers learn	
		and error?	artists and designers learn from that
	Cr1.2.6	b. Combine concepts collaboratively to generate innovative thinking are essential life skills that can be developed. Cr1.2.6 Generate and conceptualize artistic ideas and work. b. Formulate an artistic investigation of personally released. ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Cr2.1.6 Organize and develop artistic ideas and work. b. Demonstrate openness in trying new ideas, material design. ENDURING UNDERSTANDING	b. Combine concepts collaboratively to generate innovative ideas for creativity and innovative thinking are essential life skills that can be developed. Creativity and innovative thinking are essential life skills that can be developed. Cr1.2.6 Generate and conceptualize artistic ideas and work. b. Formulate an artistic investigation of personally relevant content for creative art-making goals. ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art forms help us or artists follow or breatists determine we formulate artistic investigations. Cr2.1.6 Organize and develop artistic ideas and work. b. Demonstrate openness in trying new ideas, materials, methods, and approaches and design. ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ESSENTIAL QUESTIC How do artists word determine whether effective?

9	VA: Cr2.2.6	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Explain environmental implications of conservation,	care, and clean-up of art materia	s, tools, and equipment.
CREATING		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers ca materials, tools, and equipment safety and health to understand procedures in handling materia What responsibilities come with	t? Why is it important for d and follow correct ls, tools, and equipment?
'	VA: Cr2.3.6	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Design or redesign objects, places, or systems that n	neet the identified needs of divers	se users.
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and descommunities? How do artists ar goals for designing or redesigning systems? How do artists and de or design that effectively comm	nd designers determine ng objects, places, or signers create works of art
	VA: Cr3.1.6	Refine and complete artistic work.	REFLECT,	/ REFINE / COMPLETE
		b. Reflect on whether personal artwork conveys the int	ended meaning and revise accord	dingly.
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play developing work? How do artist accomplished in art forms? How reflecting on a work help us expressed to the completely?	s grow and become v does collaboratively

U Z	VA: Pr4.1.6	Select, analyze and interpret artistic work for presentation.		SELECT
ESENTING		b. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.		
PRESE		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(S) How are artworks cared for and by who methods, and processes are used to selepreservation or presentation? Why do pobjects, artifacts, and artworks, and selepresentation?	ect work for people value
	VA: Pr5.1.6	Develop and refine artistic techniques and work for present	ation.	ANALYZE
		b. Individually or collaboratively, develop a visual plan of the viewer, and the layout of the exhibit.	for displaying works of art, analyzing exhil	bit space, the needs
methods including evolving technologies when preparing		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	ESSENTIAL QUESTION(S) What methods and processes are considered preparing artwork for presentation or processes are considered are considered when select presentation, a portfolio, or a collection	reservation? How to the viewer? cting work for
	VA: Pr6.1.6	Convey meaning through the presentation of artistic work.		SHARE
		b. Assess, explain, and provide evidence of how museur	ns or other venues reflect history and val	ues of a community.
		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(S) What is an art museum? How does the sharing of objects, artifacts, and artwork shape ideas, beliefs, and experiences? Fartifacts, and artworks collected, preser cultivate appreciation and understanding	ks influence and low do objects, ved, or presented,

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ט	VA: Re7.1.6	Perceive and analyze artistic work.		PERCEIVE
		b. Identify and interpret works of art or design that reveal how people live around the world and what they value.		
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.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art in the world? What can we learn from	mpact how we perceive
	VA: Re7.2.6	Perceive and analyze artistic work.		PERCEIVE
		 Analyze ways that visual components and cultural as and actions. 	sociations suggested by images influ	uence ideas, emotions,
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how images in our world? How do image the world?	
	VA: Re8.1.6	Interpret intent and meaning in artistic work.		ANALYZE
		 Interpret art by distinguishing between relevant and matter, characteristics of form and structure, and us 		
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the criticism? How can the viewer "read How does knowing and using visual understand and interpret works or	ad" a work of art as text? al art vocabularies help us
	VA: Re9.1.6	Apply criteria to evaluate artistic work.		INTERPRET
		b. Develop and apply relevant criteria to evaluate a wo	rk of art.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria of the	How is a personal



9	VA: Cn10.1.6 VA: Cn11.1.6	Synthesize and relate knowledge and personal experiences	to make art.	SYNTHESIZE
		b. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.		
CONNECTING		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating a How does making art attune per How do people contribute to a word their lives and the lives of the art-making?	ople to their surroundings? vareness and understanding
		Relate artistic ideas and works with societal, cultural, and h deepen understanding.	istorical <mark>context</mark> to	RELATE
		b. Analyze how art reflects changing times, traditions, r	esources, and cultural uses.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understar different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

Pre-F	Kindergarten	through 8th Grade [VISUAL ARTS] work	ds in red are defined in the Glossary.		
<u> </u>	VA: Cr1.1.7	Generate and conceptualize artistic ideas and work.	INVE	STIGATE / PLAN / MAKE	
		b. Apply methods to overcome creative blocks.			
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors preve encourage people to take creative risks? How does collaboration expand the creative process?		
	VA: Cr1.2.7	Generate and conceptualize artistic ideas and work.	INVE	STIGATE / PLAN / MAKE	
		b. Develop criteria to guide making a work of art or design to meet an identified goal.			
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions o 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 artistic investigations?		
	VA: Cr2.1.7	Organize and develop artistic ideas and work.		INVESTIGATE	
		 b. Demonstrate persistence in developing skills with va of art or design. 	arious <mark>materials</mark> , methods, and	approaches in creating works	
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	ESSENTIAL QUESTION(S) How do artists work? How do determine whether a particular effective? How do artists and and error?	ular direction in their work is	

CREATING	VA: Cr2.2.7	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.		
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	safety and health to unders procedures in handling mat	ment? Why is it important for
	VA: Cr2.3.7	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.		
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	
	VA: Cr3.1.7	Refine and complete artistic work.		REFLECT / REFINE / COMPLETE
		b. Reflect on and explain important information about personal artwork in an artist statement or another format.		
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence developing work? How do a accomplished in art forms? reflecting on a work help us completely?	How does collaboratively

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Pre-	Kindergarten	through 8th Grade [VISUAL ARTS] words	s in red are defined in the Glossary.		
5	VA: Pr4.1.7	Select, analyze and interpret artistic work for presentation.		SELECT	
D N I L N		b. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.			
PRESEN		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(S) How are artworks cared for and by who methods, and processes are used to sel preservation or presentation? Why do objects, artifacts, and artworks, and selepresentation?	ect work for people value	
	VA: Pr5.1.7	Develop and refine artistic techniques and work for presentation.		ANALYZE	
		b. Based on criteria, analyze and evaluate methods for preparing and presenting art.			
		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(S) What methods and processes are considered preparing artwork for presentation or processes are considered when seles presentation, a portfolio, or a collection	reservation? How g to the viewer? cting work for	
	VA: Pr6.1.7	Convey meaning through the presentation of artistic work.		SHARE	
		b. Compare and contrast viewing and experiencing collections and exhibitions in different venues.			
		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	ESSENTIAL QUESTION(S) 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?

political experiences resulting in the cultivating of

appreciation and understanding.

RESPONDING	VA: Re7.1.7	Perceive and analyze artistic work.		PERCEIVE
		b. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.		
		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from the world?	t impact how we perceive
	VA: Re7.2.7	Perceive and analyze artistic work.		PERCEIVE
		b. Analyze multiple ways that images influence specific audiences.		
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?	
	VA: Re8.1.7	Interpret intent and meaning in artistic work.		ANALYZE
		b. Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.		
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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?	
	VA: Re9.1.7	Apply criteria to evaluate artistic work.		INTERPRET
		b. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.		
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria art? How and why might criteria preference different from an eva	vary? How is a personal

CONNECTING	VA: Cn10.1.7	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		b. Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.		
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating at the does making art attune per the does not be does no	ople to their surroundings? vareness and the lives of their
	VA: Cn11.1.7	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		b. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.		
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

U Z	VA: Cr1.1.8	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		b. Document early stages of the creative process visually and/or verbally in traditional or new media.		
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	creativity and inno encourage people	ON(S) ttitudes, and behaviors support vative thinking? What factors prevent or to take creative risks? How does nd the creative process?
	VA: Cr1.2.8	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE
		 Collaboratively shape an artistic investigation of an art and design. 	aspect of present-da	y life using a contemporary practice of
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions art forms help us create works of art and design? Why do artists follow or break from established traditions? How artists determine what resources and criteria are needed to formulate artistic investigations?	
	VA: Cr2.1.8	Organize and develop artistic ideas and work.		INVESTIGATE
		 Demonstrate willingness to experiment, innovate, a emerge in the process of art-making or designing. 	nd take risks to pursu	e ideas, forms, and meanings that
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whethe	ON(S) k? How do artists and designers r a particular direction in their work is artists and designers learn from trial

9	VA: Cr2.2.8	Organize and develop artistic ideas and work.		INVESTIGATE
CREATING		 Demonstrate awareness of practices, issues, and ethic creative commons as they apply to creating works of 		yright, open source, and
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers can materials, tools, and equipment safety and health to understand procedures in handling material What responsibilities come with	? Why is it important for and follow correct s, tools, and equipment?
	VA: Cr2.3.8	Organize and develop artistic ideas and work.		INVESTIGATE
		b. Select, organize, and design images and words to make visually clear and compelling presentations.		
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and des communities? How do artists an goals for designing or redesigning systems? How do artists and des or design that effectively communities.	nd designers determine ng objects, places, or signers create works of art
	VA: Cr3.1.8	Refine and complete artistic work.	REFLECT	/ REFINE / COMPLETE
		b. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.		
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play and developing work? How do a accomplished in art forms? How reflecting on a work help us expensive completely?	rtists grow and become does collaboratively

り マ ト ス	VA: Pr4.1.8	Select, analyze and interpret artistic work for presentation.		SELECT
		b. Develop and apply criteria for evaluating a collection of artwork for presentation.		
T T U U		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(S) How are artworks cared for and by whom methods, and processes are used to select preservation or presentation? Why do processes, artifacts, and artworks, and select presentation?	ect work for eople value
	VA: Pr5.1.8	Develop and refine artistic techniques and work for presentation.		ANALYZE
		 Collaboratively prepare and present selected theme- narratives for the viewer. 	based artwork for display, and formulate	exhibition
		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(S) What methods and processes are consider preparing artwork for presentation or preparing artwork affect its meaning what criteria are considered when select presentation, a portfolio, or a collection	reservation? How to the viewer? cting work for
	VA: Pr6.1.8	Convey meaning through the presentation of artistic work.		SHARE
		b. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.		
		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(S) What is an art museum? How does the parting of objects, artifacts, and artworks shape ideas, beliefs, and experiences? Hartifacts, and artworks collected, preserved the cultivate appreciation and understanding	s influence and ow do objects, ved, or presented

D Z	VA: Re 7.1.8	Perceive and analyze artistic work.		PERCEIVE
ONDING		 Explain how a person's aesthetic choices are influence that one conveys to others. 	ed by culture and environment and	d impact the visual image
RESPOI		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about art the world? What can we learn from	impact how we perceive
	VA: Re7.2.8	Perceive and analyze artistic work.		PERCEIVE
		 b. Compare and contrast contexts and media in which vactions. 	viewers encounter images that influ	uence ideas, emotions, and
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ses ESSENTIAL QUESTION(S) What is an image? Where and how do we encounte images in our world? How do images influence our the world?	
	VA: Re8.1.8	Interpret intent and meaning in artistic work.		ANALYZE
		 Interpret art by analyzing how the interaction of subj media, art-making approaches, and relevant context ideas and mood conveyed. 		
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in t criticism? How can the viewer "re How does knowing and using visu understand and interpret works of	ead ["] a work of art as text ? ual art vocabularies help us
	VA: Re9.1.8	Apply criteria to evaluate artistic work.		INTERPRET
		b. Create a convincing and logical argument to support	an evaluation of art.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteria How and why might criteria vary? preference different from an eval	? How is a personal



$Pre-Kindergarten\ through\ 8^{th}\ Grade\ \ \hbox{[VISUAL\ ARTS]}\ \textit{words in {\it red}$ are defined in the Glossary}.$

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9	VA: Cn10.1.8	Synthesize and relate knowledge and personal experience	es to make art.	SYNTHESIZE
		b. Make art collaboratively to reflect on and reinforc	e positive aspects of group identi	ty.
		Through art-making, people make meaning by investigating and developing awareness of perceptions,	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	
	VA: Cn11.1.8	Relate artistic ideas and works with societal, cultural, and deepen understanding.	RELATE	
		b. Distinguish different ways art is used to represent,	establish, reinforce, and reflect g	roup identity.
People develop ideas		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understar different times, places, and cult impact the views of a society? Haspects of life?	ures? How is art used to

Pre-Kindergarten through 8^{th} Grade [VISUAL ARTS] w_0

High School **ACCOMPLISHED ADVANCED** [VISUAL ARTS]





9	VA: Cr1.1.I	Generate and conceptualize artistic ideas and work.		INVESTI	GATE / PLAN / MAKE
	HS PROFICIENT	b. Use multiple approaches to begin creative endeavors.			
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors pre- or encourage people to take creative risks? How doe collaboration expand the creative process?		ng? What factors prevent eative risks? How does
	VA: Cr1.2.I	Generate and conceptualize artistic ideas and work.		INVESTI	GATE / PLAN / MAKE
	HS PROFICIENT	b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.			practice of art or design.
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditi of art forms help us create works of art and design? V do artists follow or break from established traditions? do artists determine what resources and criteria are needed to formulate artistic investigations?		ks of art and design? Why established traditions? How urces and criteria are
	VA: Cr2.1.I	Organize and develop artistic ideas and work.			INVESTIGATE
	HS PROFICIENT	b. Engage in making a work of art or design without having a preconceived plan.			
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whether	rk? How do a er a particular	rtists and designers direction in their work is esigners learn from trial



9	VA: Cr2.2.I	Organize and develop artistic ideas and work.		INVESTIGATE
CREATING	HS PROFICIENT	 Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. 		
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	materials, to safety and he procedures i	ts and designers care for and maintain ols, and equipment? Why is it important for ealth to understand and follow correct in handling materials, tools, and equipment? is ibilities come with the freedom to create?
	VA: Cr2.3.I	Organize and develop artistic ideas and work.		INVESTIGATE
	HS PROFICIENT	b. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perce and experience of a particular place.		space design that transforms the perception
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	communities goals for des systems? Ho	cts, places, and design shape lives and s? How do artists and designers determine igning or redesigning objects, places, or w do artists and designers create works of art at effectively communicate?
	VA: Cr3.1.I	Refine and complete artistic work.		REFLECT / REFINE / COMPLETE
	HS PROFICIENT			
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	and developi	pes persistence play in revising, refining, ing work? How do artists grow and become d in art forms? How does collaboratively a work help us experience it



Pre	Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.					
D Z	VA: Pr4.1.I	Select, analyze and interpret artistic work for presentation.		SELECT		
ENTING	HS PROFICIENT	b. Analyze, select, and curate artifacts and/or artworks	for presentation and preservation.			
PRESEN		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.	· ·			
	VA: Pr5.1.I	Develop and refine artistic techniques and work for present	ation.	ANALYZE		
	HS PROFICIENT	b. Analyze and evaluate the reasons and ways an exhibi	tion is presented.			
		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(S) What methods and processes are considered preparing artwork for presentation or processes are considered when selection of the presentation, a portfolio, or a collection	oreservation? How g to the viewer? ecting work for		
	VA: Pr6.1.HS.I	Convey meaning through the presentation of artistic work.		SHARE		
	HS PROFICIENT	 Analyze and describe the impact that an exhibition of political beliefs and understandings. 	r collection has on personal awareness o	f social, cultural, or		
		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(S) What is an art museum? How does the sharing of objects, artifacts, and artworshape ideas, beliefs, and experiences? artifacts, and artworks collected, prese cultivate appreciation and understandi	rks influence and How do objects, rved, or presented,		



$Pre-Kindergarten\ through\ 8^{\rm th}\ Grade\ \hbox{\tt [VISUAL\ ARTS]}\ \textit{words in {\it red}\ are\ defined\ in\ the\ Glossary}.$

U	VA: Re7.1.I	Perceive and analyze artistic work.		PERCEIVE
	HS PROFICIENT	b. Hypothesize ways in which art influences perception and understanding of human experiences.		
RESPONDING		Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. ESSENTIAL QUESTION(S) How do life experiences influence art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning about the world? What can we lead to understanding art? How does learning art.		rt impact how we perceive
	VA: Re7.2.I	Perceive and analyze artistic work.		PERCEIVE
	HS PROFICIENT	b. Analyze how one's understanding of the world is aff	ected by experiencing visual imag	gery.
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ses What is an image? Where and how do we encounter images in our world? How do images influence our vie of the world?	
	VA: Re8.1.I	Interpret intent and meaning in artistic work.		ANALYZE
	HS PROFICIENT	 Interpret an artwork or collection of works, supported its various contexts. 	ed by relevant and sufficient evide	ence found in the work and
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in criticism? How can the viewer "How does knowing and using visus understand and interpret wo	read a work of art as text? sual art vocabularies help
	VA: Re9.1.I	Apply criteria to evaluate artistic work.		INTERPRET
	HS PROFICIENT	b. Establish relevant criteria in order to evaluate a wor	k of art or collection of works.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) How does one determine criteriart? How and why might criteria preference different from an ev	a vary? How is a personal



	To initially and the definition of the desired in t					
<u>5</u>	VA: Cn10.1.I	Synthesize and relate knowledge and personal experience	es to make art.	SYNTHESIZE		
Z	HS PROFICIENT	b. Document the process of developing ideas from early stages to fully elaborated ideas.				
CONNECTI		ENDURING UNDERSTANDING 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 live How does making art attune people to their surround How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?			
VA: Cn11.		Relate artistic ideas and works with societal, cultural, and	d historical context to	RELATE		
	HS PROFICIENT	deepen understanding.				
		b. Describe how knowledge of culture, traditions, an	d history may influence personal	responses to art.		



116-	Kindergarten tine	ough 8th Grade [VISUAL ARIS] Words in	ea are aejinea in the G	nossary.	
D Z	VA: Cr1.1.II	Generate and conceptualize artistic ideas and work.		INVESTIG	ATE / PLAN / MAKE
	HS ACCOMPLISHED	b. Individually or collaboratively formulate new creative problems based on student's existing artwork.			
CREATING		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	creativity and i	ns, attitudes, and innovative think	d behaviors support ing? What factors prevent eative risks? How does tive process?
	VA: Cr1.2.II	Generate and conceptualize artistic ideas and work.		INVESTIG	ATE / PLAN / MAKE
	HS ACCOMPLISHED	 b. Choose from a range of materials and methods of works of art and design. 	traditional and	contemporary a	rtistic practices to plan
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from establish traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?		create works of art and or break from established ermine what
	VA: Cr2.1.II	Organize and develop artistic ideas and work.			INVESTIGATE
	HS ACCOMPLISHED	b. Through experimentation, practice, and persisten chosen art form.	ce, demonstrate	acquisition of sl	kills and knowledge in a
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	determine whe	work? How do a ether a particula	artists and designers r direction in their work is lesigners learn from trial

9	VA: Cr2.2.II	Organize and develop artistic ideas and work.		INVESTIGATE
	HS ACCOMPLISHED	b. Demonstrate awareness of ethical implications of making and distributing creative work.		
CREATING		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	How do artists and designers materials, tools, and equipm safety and health to underst procedures in handling mate equipment? What responsib freedom to create?	ent? Why is it important for and and follow correct rials, tools, and
	VA: Cr2.3.II	Organize and develop artistic ideas and work.		INVESTIGATE
	HS ACCOMPLISHED	b. Redesign an object, system, place, or design in response to contemporary issues.		
		ves. goals for designing or re		s and designers determine gning objects, places, or designers create works of
	VA: Cr3.1.II	Refine and complete artistic work.	REFLECT	/ REFINE / COMPLETE
	HS ACCOMPLISHED	 Engage in constructive critique with peers, then red design in response to personal artistic vision. 	eflect on, re-engage, revise, ar	d refine works of art and
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence pand developing work? How daccomplished in art forms? Freflecting on a work help us more completely?	lo artists grow and become low does collaboratively



6	ı
8/	
HS COMPLISHED	

ESENTIN

	V	A: P	74.1.11
HS	ACCO	MPL	ISHED

Select, analyze and interpret artistic work for presentation.

SELECT

b. Analyze, select, and critique personal artwork for a collection or portfolio 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(S)

How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA: Pr5.1.II HS ACCOMPLISHED

Develop and refine artistic techniques and work for presentation.

ANALYZE

b. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

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(S)

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?

VA: Pr6.1.II HS ACCOMPLISHED

Convey meaning through the presentation of artistic work.

SHARE

b. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

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(S)

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?



Ŋ	VA: Re7.1.II	Perceive and analyze artistic work.		PERCEIVE
PONDIN	HS ACCOMPLISHED	b. Recognize and describe personal aesthetic and environments.	empathetic responses to the natu	ral world and constructed
RESPO		ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) 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?	
	VA: Re7.2.II	Perceive and analyze artistic work.		PERCEIVE
	HS ACCOMPLISHED	 Evaluate the effectiveness of an image or image specific audiences. 	s to influence ideas, feelings, and	behaviors of
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and images in our world? How do of the world?	
	VA: Re8.1.II	Interpret intent and meaning in artistic work.		ANALYZE
HS ACCOMPLISH		 Identify types of contextual information useful i or collection of works. 	n the process of constructing inte	rpretations of an artwork
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging criticism? How can the viewer text? How does knowing and vocabularies help us understa of art?	"read" a work of art as using visual art



SPONDING

VA: Re9.1.II

HS ACCOMPLISHED

$Pre-Kindergarten\ through\ 8^{th}\ Grade\ [\textbf{VISUAL}\ ARTS]\ \textit{Words in } \textit{red} \textit{ are defined in the Glossary}.$

People evaluate art based on various criteria.

Apply criteria to evaluate artistic work.

ENDURING UNDERSTANDING

RES			personal preference different from an evaluation?	
CTING	VA: Cn10.1.II HS ACCOMPLISHED	b. Utilize inquiry methods of observation, research, a art-making.		SYNTHESIZE unfamiliar subjects through
CONNECTING		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	eople make meaning by How does engaging in creating art enrich pe Hoping awareness of perceptions, How does making art attune people to their	
	VA: Cn11.1.II HS ACCOMPLISHED	Relate artistic ideas and works with societal, cultural, and deepen understanding.	l historical context to	RELATE
		 b. Compare uses of art in a variety of societal, cultura art in contemporary and local contexts. 	al, and historical contexts and m	nake connections to uses of
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us underst different times, places, and cu impact the views of a society? aspects of life?	ıltures? How is art used to

b. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

ESSENTIAL QUESTION(S)

How does one determine criteria to evaluate a work

of art? How and why might criteria vary? How is a

INTERPRET



ŋ	VA: Cr1.1.III	Generate and conceptualize artistic ideas and work.		INVESTIGA	TE / PLAN / MAKE
CREATING	HS ADVANCED	b. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.			
CRE		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ills What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prever or encourage people to take creative risks? How does collaboration expand the creative process?		What factors prevent ve risks? How does
	VA: Cr1.2.III	Generate and conceptualize artistic ideas and work.		INVESTIGA	TE / PLAN / MAKE
	HS ADVANCED	 b. Choose from a range of materials and methods of or breaking established conventions, to plan the ratherne, idea, or concept. 			•
	ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ESSENTIAL QUESTION(S) How does knowing the core art forms help us create we artists follow or break from artists determine what results formulate artistic investigations, artists determine what results formulate artistic investigations.		the contexts, his eate works of art eak from establish that resources an	and design? Why do ned traditions? How do d criteria are needed	
	VA: Cr2.1.III	Organize and develop artistic ideas and work.			INVESTIGATE
	b. Experiment, plan, and make multiple works of art and design that expidea, or concept.		and design that expl	lore a personally	meaningful theme,
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.		k? How do artists a particular dire	and designers ction in their work is ers learn from trial and



Ð	VA: Cr2.2.III	Organize and develop artistic ideas and work.		INVESTIGATE
CREATING	HS ADVANCED	b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.		
CRE		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	materials, tools, safety and health procedures in ha	nd designers care for and maintain and equipment? Why is it important for to understand and follow correct andling materials, tools, and equipment? lities come with the freedom to create?
	VA: Cr2.3.III	Organize and develop artistic ideas and work.		INVESTIGATE
	HS ADVANCED	 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 		e defines, shapes, enhances, inhibits,
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	communities? Ho goals for designing systems? How do	places, and design shape lives and ow do artists and designers determine ng or redesigning objects, places, or artists and designers create works of t effectively communicate?
	VA: Cr3.1.III	Refine and complete artistic work.		REFLECT / REFINE / COMPLETE
	HS ADVANCED	b. Reflect on, re-engage, revise, and refine works of a contemporary criteria as well as personal artistic v	_	dering relevant traditional and
		ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	and developing v	persistence play in revising, refining, work? How do artists grow and become art forms? How does collaboratively work help us experience it

110	minder gur ten en	ITOUgh of Glade [VISUAL ARTS] Words in	n rea are defined in the Glossary.	
U V	VA: Pr4.1.III	Select, analyze and interpret artistic work for presentation	1.	SELECT
ENTING	HS ADVANCED	b. Critique , justify, and present choices in the process a specific exhibit or event	of analyzing, selecting, curating, and pr	esenting artwork for
PRESE		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(S) How are artworks cared for and by whe methods, and processes are used to sepreservation or presentation? Why do objects, artifacts, and artworks, and sefor presentation?	elect work for people value
	VA: Pr5.1.III	Develop and refine artistic techniques and work for prese	ntation.	ANALYZE
	HS ADVANCED	b. Investigate, compare, and contrast methods for pro	eserving and protecting art.	
		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.	preparing artwork for presentation or preservation?	
	VA: Pr6.1.HS.III	Convey meaning through the presentation of artistic work	۲.	SHARE
	HS ADVANCED	 Curate a collection of objects, artifacts, or artwork and/or political experiences. 	a collection of objects, artifacts, or artwork to impact the viewer's understanding coolitical experiences.	
		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(S) What is an art museum? How does the sharing of objects, artifacts, and artwo shape ideas, beliefs, and experiences? artifacts, and artworks collected, pres cultivate appreciation and understand	orks influence and How do objects, erved, or presented,



Ŋ	VA: Re7.1.III HS ADVANCED	Perceive and analyze artistic work.	PERCEIVE
Z		b. Analyze how responses to art develop over time based on knowledge of and experience with art and life.	
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.	ESSENTIAL QUESTION(S) 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?
	VA: Re7.2.III	Perceive and analyze artistic work.	PERCEIVE
	HS ADVANCED	 Determine the commonalities within a group of artition timeframe, or culture. 	ists or visual images attributed to a particular type of art,
		ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
	VA: Re8.1.III	Interpret intent and meaning in artistic work.	ANALYZE
	HS ADVANCED	 Analyze differing interpretations of an artwork or concritical analysis. 	ollection of works in order to select and defend a plausible
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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?
	VA: Re9.1.III	Apply criteria to evaluate artistic work.	INTERPRET
	HS ADVANCED	b. Construct evaluations of a work of art or collection of works based on differing sets of criteria.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria.	ESSENTIAL QUESTION(S) 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?



9	VA: Cn10.1.III HS ADVANCED VA: Cn11.1.III HS ADVANCED	Synthesize and relate knowledge and personal experience	es to make art.	SYNTHESIZE
CTIN		 Synthesize knowledge of social, cultural, historical, meaningful works of art or design. 	and personal life with art-makir	ng approaches to create
CONNECTING		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating How does making art attune p surroundings? How do people and understanding of their live communities through art-mak	eople to their contribute to awareness es and the lives of their
		Relate artistic ideas and works with societal, cultural, and deepen understanding.	historical context to	RELATE
		b. Appraise the impact of an artist or a group of artist	s on the beliefs, values, and beh	aviors of a society.
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understated different times, places, and cuimpact the views of a society? aspects of life?	Itures? How is art used to

VISUAL ARTS, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials (Revised July 2012).

ART

In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, "The Role of Theory in Aesthetics," Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art.

In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean "an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated".

An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of artidentifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of "good art".

APPROPRIATION

Intentional borrowing, copying, and alteration of preexisting images and objects.

ARTIST STATEMENT

Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature.

ARTISTIC INVESTIGATIONS

In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing.

ART-MAKING APPROACHES

Diverse strategies and procedures by which artists initiate and pursue making a work.

ARTWORK

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

BRAINSTORM

Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment.

CHARACTERISTIC(S)

Attribute, feature, property, or essential quality.

CHARACTERISTICS OF FORM (AND STRUCTURE)

Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.

COLLABORATION

Joint effort of working together to formulate and solve creative problems.

COLLABORATIVELY

Joining with others in attentive participation in an activity of imagining, exploring, and/or making.

CONCEPTS

Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form.

CONSTRUCTED ENVIRONMENT

Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play.

CONTEMPORARY ARTISTIC PRACTICE

Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces.

CONTEXT

Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception.

COPYRIGHT

Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works.

CREATIVE COMMONS

Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice.

CREATIVITY

Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.

CRITERIA

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

CONTEMPORARY CRITERIA

Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings.

ESTABLISHED CRITERIA

Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design.

PERSONAL CRITERIA

Principles for evaluating art and design based on individual preferences.

RELEVANT CRITERIA

Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work.

CRITIQUE

Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design.

CULTURAL CONTEXTS

Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art.

CULTURAL TRADITIONS

Pattern of practices and beliefs within a societal group.

CURATE

Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits.

CURATOR

Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts.

DESIGN

Application of creativity to planning the optimal solution to a given problem and communication of that plan to others.

DIGITAL FORMAT

Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device.

ENGAGEMENT

Attentive participation in an activity of imagining, exploring, and making.

EXHIBITION NARRATIVE

Written description of an exhibition intended to educate viewers about its purpose.

EXPRESSIVE PROPERTIES

Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art.

FAIR USE

Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work.

FORMAL AND CONCEPTUAL **VOCABULARIES**

Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

GENRE

Category of art or design identified by similarities in form, subject matter, content, or technique.

IMAGE

Visual representation of a person, animal, thing, idea, or concept.

IMAGINATIVE PLAY

Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating.

INNOVATIVE THINKING

Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems.

MATERIAL CULTURE

Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals.

MATERIALS

Substances out of which art is made or composed, ranging from the traditional to "nonart" material and virtual, cybernetic, and simulated materials.

MEDIUM/MEDIA

Mode(s) of artistic expression or communication; material or other resources used for creating art.

OPEN SOURCE

Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (http://opensource.org).

PLAY

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

PORTFOLIO

Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy.

PRESERVATION

Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means.

PRESERVE

Protect, save, and care for (curate) objects, artifacts, and artworks.

STYLE

Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist.

TECHNOLOGIES

Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments.

TEXT

A form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps.

VENUE

Place or setting for an art exhibition, either a physical space or a virtual environment.

VISUAL COMPONENTS

Properties of an image that can be perceived.

VISUAL IMAGERY

Group of images; images in general.

VISUAL ORGANIZATION APPROACHES AND STRATEGIES

Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work.

VISUAL PLAN

Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue.

Americans for the Arts

www.americansforthearts.org

Graphic: Paint Palette by Diego Naïve from the Noun Project

www.thenounproject.com

The Kennedy Center

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