

Visual Arts

STUDENT-FRIENDLY-LANGUAGE LEARNING INTENTIONS & SAMPLE LESSON PLANS



ART

Visual Arts Kindergarten: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as paper, markers, clay, crayons, etc.).	a. I am learning to explore and play with art materials.
b. Engage collaboratively (such as using manipulatives for construction, adding to a group collage, etc.) in creative artmaking in response to an artistic problem.	b. I am learning to work with my friends to make art together.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Through experimentation, build skills in various media and approaches to art-making (such as using the elements of modern art, applying artistic ideas from diverse cultures, etc.).	a. I am learning to build my skills with art materials.
b. Observe safe practices with art materials, tools, and equipment	b. I am learning to use my art tools safely.
c. Create art that represents natural and constructed environments.	c. I am learning to make art that looks like my world.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.</p>	

3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Explain the process and/or subject matter of personal artwork.

a. I am learning to talk about my art.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard

Student Friendly Language

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

a. I am learning the importance of sharing artwork with others.

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

5. 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 deciding if and how to preserve and protect it.

5. Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a **portfolio**, or a collection?

a. Explain the purpose of a **portfolio** or collection (such as keeping artworks safe, reviewing artworks later, deciding which artworks are best, etc.).

a. I am learning to keep my artwork safe.

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

6. 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.

6. Essential Question: What is an art museum? How does 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?

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

a. I am learning what makes an art museum different from other buildings.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.	a. I am learning to tell the difference between a drawing, painting, and a sculpture.
b. Describe what an image represents.	b. I am learning to describe what an image represents.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Interpret art by identifying subject matter and describing relevant details.	a. I am learning to describe the story an artwork has to tell.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria. 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Explain reasons for selecting a preferred artwork.	a. I am learning to explain why I like an artwork.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Create art that tells a story about a life experience.	a. I am learning to create art that tells a story about a life experience.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Identify the purpose of an artwork.	a. I am learning to explain why an artwork was created.



Visual Arts Grade 1: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).	a. I am learning to explore and play with art materials with friends.
b. Use careful observation in preparation for making a work of art.	b. I am learning to plan a work of art.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Explore uses of materials, tools, approaches (such as using elements of modern art, applying artistic ideas from diverse cultures, etc.) to create works of art or design .	a. I am learning to try different art materials and tools to create artwork.
b. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	b. I am learning to use my art tools safely.
c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	c. I am learning to be creative with everyday objects to create works of art.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.</p> <p>3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>	

a. Use art vocabulary to describe choices in personal artwork.	a. I am learning to use art vocabulary to describe choices in personal artwork.
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Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard	Student Friendly Language
a. Explain why some objects, artifacts, and artwork are valued over others.	a. I am learning the different reasons that make an artwork important.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. 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 deciding if and how to preserve and protect it.</p> <p>5. Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>	
a. Give reasonable answers to questions about preserving artworks (such as where, when, why, and how artwork should be preserved .)	a. I am learning to keep artwork safe.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. 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.</p> <p>6. Essential Question: What is an art museum? How does 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?</p>	
a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.	a. I am learning about the jobs people do in art museums and galleries.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).	a. I am learning to describe what I see in an artwork.
b. Compare images that represent the same subject matter.	b. I am learning to compare images that represent the same subject matter.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Interpret art by categorizing subject matter and identifying the elements and principles.	a. I am learning to use art vocabulary to explain the story an artwork has to tell.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria. 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Classify artwork based on different reasons for preferences (favorite color, favorite subject matter).	a. I am learning to identify the reasons why I like certain artworks.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Identify times, places, and reasons by which students make art outside of school.	a. I am learning to use my art skills outside of school.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events).	a. I am learning the different reasons why people make artwork.



Visual Arts Grade 2: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Brainstorm collaboratively (such as contributing to and listening to various ideas) multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events).	a. I am learning to brainstorm with friends to plan an artwork
b. Make art or design to explore personal interests, questions, and curiosity.	b. I am learning to make art or design to explore personal interests, questions, and curiosity.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures) to explore personal interests in a work of art or design.	<p>a1. I am learning to experiment with art making tools and materials.</p> <p>a2. I am learning to share my interests through the subject matter of my art.</p>
b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	b. I am learning to use my art tools and materials safely.
c. Repurpose objects to make something new.	c. I am learning to repurpose objects to make something new.
<p>3. Anchor Standard: Refine and complete artistic work.</p>	

3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.

3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Discuss and reflect with peers about choices made in creating artwork.

a. I am learning to talk with peers about choices made in creating artwork.

Presenting - Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard

Student Friendly Language

a. Categorize artworks based on a theme or concept for an exhibit (such as bulletin board display, student art show, postcard mock gallery).

a. I am learning to group artworks based on themes for display.

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

5. 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 deciding if and how to preserve and protect it.

5. Essential Question: What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?

a. Distinguish between different materials or artistic techniques for preparing artwork for presentation and **preservation** (such as mounted on construction paper, elevated on a base, hung from the ceiling and including a label with student name and title).

a. I am learning to display my artwork appropriately.

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

6. 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.

6. Essential Question: What is an art museum? How does 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?

a. Analyze how art exhibited inside and outside of schools (such as in school lobby, on hallway bulletin boards, in museums, galleries, virtual spaces, and other venues) contributes to communities.

a. I am learning how displaying art impacts my community.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Use art-specific vocabulary to describe one's natural world and constructed environments .	a. I am learning to use art specific vocabulary to describe the world around me.
b. Compare images based on expressive properties (such as Albrecht Durer's calm "Hare", the energetic Energizer Bunny, the silly Bugs Bunny).	b. I am learning to talk about the specific differences in subject matter of artwork.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.	a. I am learning to use elements and principles to describe the mood and meaning of an artwork.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria. 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Use art-specific vocabulary to express preferences about artwork.	a. I am learning to use art-specific vocabulary to express likes and dislikes about artwork.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Create works of art about events in home, school, or community life.	a. I am learning to create works of art about events in home, school, or community life.

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

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

11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

a. Compare cultural uses (such as honoring people, remembering events) of artwork from different times and places.

a. I am learning to compare how cultures used artwork in different times and places in history.



Visual Arts Grade 3: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.	a. I am learning to create imaginative artwork and add details.
b. Investigate personal ideas through the art-making process.	b. I am learning to explore my own ideas through art-making.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures).	a. I am learning to create artwork using a variety of artistic processes, materials, and approaches .
b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	b. I am learning to use my tools and materials safely.
c. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	c1. I am learning to use art to describe the world around me. c2. I am learning to use art to describe the world around me with peers.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.</p>	

3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Elaborate visual information by adding details in an artwork.

a. I am learning to add details to an artwork.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard

a. Investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet) for exhibiting artwork.

Student Friendly Language

a. I am learning to identify an appropriate space for displaying artwork.

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

5. 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 deciding if and how to **preserve** and protect it.

5. Essential Question: What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a **portfolio**, or a collection?

a. Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center) and write an artist statement (such as a descriptive sentence).

a1. I am learning to choose an appropriate space for displaying artwork.
a2. I am learning to write about my artwork.

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

6. 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.

6. Essential Question: What is an art museum? How does 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?

a. Identify and explain how and where different cultures record and illustrate stories and preserve history through art.

a. I am learning to identify and explain how different cultures tell their stories and pass on their history through art.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art.	a. I am learning to guess how an artwork was made.
b. Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo).	b. I am learning to communicate different messages using similar subject matter.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.	a. I am learning to use context clues and art vocabulary to understand what is happening in an artwork.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria . 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation).	a. I am learning to tell the difference between personal preference and evaluation of an artwork.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Develop a work of art based on observations of surroundings.	a. I am learning to create artwork based on observations of my surroundings.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Recognize that responses to art change depending on knowledge of the time and place in which it was made (such as using a t-chart to compare initial responses to those formed after study of the context).	a. I am learning that when and how an artwork was made helps me understand the meaning of that artwork.

Visual Arts Grade 4: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Independently brainstorm multiple approaches to solve a creative art or design problem.	a. I am learning to brainstorm multiple approaches to solve a creative art or design problem.
b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).	b. I am learning to collaboratively set goals and create artwork that is meaningful and has purpose.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures).	a. I am learning to develop my technical skills and explore art-making processes.
b. When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership.	b1. I am learning to use all art materials and tools safely and responsibly. b2. I am learning to follow copyright laws when sharing or posting works of art to the internet.
c. Describe, and visually represent regional constructed environments (such as school, playground, park, street, or store).	c. I am learning to describe how people interact with art created for their community.
<p>3. Anchor Standard: Refine and complete artistic work.</p>	

3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.

3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Revise artwork in progress on the basis of insights gained through peer discussion.

a. I am learning to apply peer suggestions to revise and improve my artwork.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard

a. Analyze how past, present, and emerging technologies have impacted the presentation of artwork (such as the photographic/digital reproductions, posters, postcards, printouts, photocopies).

Student Friendly Language

a. I am learning to analyze historical, current, and future possibilities for presenting and reproducing works of art.

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

5. 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 deciding if and how to **preserve** and protect it.

5. Essential Question: What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

a. Analyze the various considerations for presenting and protecting art (such as the work of indigenous peoples in archeological sites or museums, indoor or outdoor public art in various settings, other art in temporary or permanent forms both in physical or digital formats.)

a. I am learning to analyze various processes to present and protect works of art.

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

6. 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.

6. Essential Question: What is an art museum? How does 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?

a. Compare purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other venues (such as school lobbies, bulletin boards, local businesses).

a. I am learning to compare the various reasons for exhibiting art in different locations and spaces.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Use art-specific vocabulary to compare responses to a work of art before and after working in similar media.	a. I am learning to use art-specific vocabulary to compare responses to a work of art before and after making art with similar materials.
b. Analyze components (such as elements and principles in modern art, visual traditions of various indigenous peoples) in imagery that convey messages.	b. I am learning to analyze art, using the elements and principles of art, when viewing art that communicates a message.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Interpret art by referring to contextual information and by analyzing relevant subject matter, use of media, and elements and principles or artistic norms of the culture within which the artwork is made.	a. I am learning to use visual context clues and the elements and principles of art to interpret the meaning of a work of art.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria. 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Evaluate an artwork based on given criteria (such as realism, usefulness, expressiveness, formal excellence, craftsmanship).	a. I am learning to evaluate an artwork based on a provided set of standards.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Create a work of art that reflects community or cultural traditions.	a. I am learning to allow my community and cultural surroundings to influence my art.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Through observation, infer information about time, place, and culture in which a work of art was created (such as examining genre scenes, cityscapes, or portraits from different eras).	a. I am learning to make conclusions about when an artwork was created by observing context clues.



Visual Arts Grade 5: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Combine ideas to generate an innovative idea for art making.	a. I am learning to combine ideas to create an original concept for art making.
b. Identify and demonstrate diverse methods of artistic investigation (e.g., researching subject matter, techniques, the work of other artists) to choose an approach for beginning a work of art.	b. I am learning to explore a variety of methods before choosing a media or technique to create a work of art.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Develop skills in multiple art-making techniques and experiment with approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures through practice.	a. I am learning to develop skills in multiple art-making techniques and experiment with different approaches.
b. Demonstrate quality craftsmanship through care and use of materials, tools, and equipment.	b. I am learning to demonstrate quality craftsmanship through careful use of materials, tools, and equipment.
c. Describe and visually document places and/or objects of personal significance.	c. I am learning to describe and visually document places and/or objects of personal importance.
<p>3. Anchor Standard: Refine and complete artistic work.</p>	

3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.

3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Create an artistic statement using art vocabulary to describe personal choices in art making.

a. I am learning to create an artistic statement using art vocabulary to describe personal choices in my artwork.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard

a. Define the roles and responsibilities of museum professionals (e.g., museum educator, curator, security guard, conservator, docent, exhibition designer). Explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork.

Student Friendly Language

a1. I am learning to define the roles and responsibilities of museum professionals.
a2. I am learning to explain the skills and knowledge needed to maintain and present works of art and artifacts.

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

5. 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 deciding if and how to preserve and protect it.

5. Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (e.g., debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs).

a. I am learning to develop a logical reason for safe and effective use of materials and techniques for preparing and presenting artwork.

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

6. 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.

6. Essential Question: What is an art museum? How does 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?

a. Cite evidence about how an exhibition in a museum or other venue (e.g., school lobby, bulletin board, local business) presents ideas and provides information about a specific concept or topic.

a. I am learning to explain how an exhibition in a museum or other location presents ideas and provides information about a specific idea or topic.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.	a. I am learning to use art-specific vocabulary to describe how artworks from different cultures reflect the time and place in which they were made.
b. Identify and analyze cultural associations suggested by visual imagery (e.g., skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chains as symbols of freedom).	b. I am learning to identify and analyze cultural connections suggested by visual imagery.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Distinguish between relevant and non-relevant contextual information (e.g., artist’s life and times) to support an interpretation of the mood, message, or meaning of that artwork.	a. I am learning to distinguish between relevant and non-relevant background information to support an interpretation of the meaning of that artwork.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria. 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Recognize differences in criteria used to evaluate works of art depending on styles (e.g., Cubist, Anasazi, Harlem Renaissance), genres (e.g., portrait, still life, landscape), and media.	a. I am learning to recognize differences in criteria used to evaluate works of art depending on styles, types, and media.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Create a work of art that reflects or is inspired by the natural and/or built environment in a new way.	a. I am learning to create original work that reflects or is inspired by nature or manmade environments.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (e.g., religious art can illustrate a group's beliefs, community murals can reflect concerns of the neighborhood, an advertising image can be persuasive).	a. I am learning to identify how art is used to communicate or change beliefs, values, or behaviors of an individual or society.

Visual Arts Grade 6: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Combine concepts collaboratively to generate innovative ideas for creating art.	a. I am learning to collaboratively combine ideas to create new concepts for art making.
b. Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas).	b. I am learning to show what is important to me, and about me, in my artwork.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Demonstrate openness in trying new ideas, materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in making works of art and design.	a. I am learning to be open to new ideas in multiple techniques and materials when making artwork.
b. Explain standards of craftsmanship, environmental implications of conservation, care, and clean-up of art materials, tools, and equipment	b. I am learning to explain the standards of craftsmanship, the use of materials, tools, and equipment and the impact they have on the environment.
c. Design or redesign objects or places (such as eating utensils, vending machines, wheelchair friendly nature trails, etc.) that meet the identified needs of diverse users.	c. I am learning to design or redesign objects or places to meet the identified needs of diverse people.

3. Anchor Standard: Refine and complete artistic work.

3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.

3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

a. I am learning to reflect on whether personal artwork conveys the intended meaning and to revise accordingly.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard

a. Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork (such as hanging on wall, placing on pedestal, lighting, video display monitor, space to walk around a sculpture, etc.).

Student Friendly Language

a. I am learning to analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork.

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

5. 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 deciding if and how to preserve and protect it.

5. Essential Question: What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a **portfolio**, or a collection?

a. Individually or collaboratively, develop a visual plan (such as a mock gallery in a box, floor plan, etc.) for displaying works of art (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the artwork, etc.).

a. I am learning to, individually or collaboratively, develop a visual plan for displaying works of art.

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

6. 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.

6. Essential Question: What is an art museum? How does 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?

a. Assess, explain, and provide evidence of how museums or other venues (such as school lobbies, bulletin boards, local businesses, etc.) reflect the history and values of a community.

a. I am learning to assess, explain, and provide evidence of how museums or other venues reflect the history and values of a community.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Use art-specific vocabulary to identify how artworks/artifacts made in different cultures reveal the lives and values of the people living at that time and place.	a. I am learning to use art-specific vocabulary to identify how art made in different cultures reveal the lives and values of the people living at that time and place.
b. Analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions (such as white associated with Western weddings and with mourning in some Asian cultures)	b. I am learning to analyze how the visual characteristics and cultural relevance of an image influences ideas, emotions, and actions of the viewer.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Interpret art by analyzing elements and principles in modern art or visual characteristics of diverse cultures, and other visual characteristics, contextual information (such as the artist's life and times), subject matter, and use of media to identify ideas and mood conveyed.	a. I am learning to analyze how elements and principles, visual characteristics, context, subject matter, and art media usage support an interpretation of the ideas and mood conveyed in an artwork.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria. 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Develop and apply relevant historical and cultural criteria (such as the canon of proportions for ancient Greek art, use of space in Chinese scroll painting, etc.) to evaluate a work of art.	a. I am learning to develop and apply relevant historical and cultural criteria to evaluate a work of art.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.	a. I am learning to generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Analyze how art reflects changing times, traditions, resources, and cultural uses (such as a comparison of an Egyptian tomb fresco, the Mayan mural at Bonampak, or Arizona's Robert McCall's space murals).	a. I am learning to analyze how art reflects changing times, traditions, resources, and cultural uses.

Visual Arts Grade 7: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate **artistic investigations**?

Standard	Student Friendly Language
a. Apply strategies to overcome creative blocks (e.g., redefine view from different perspective, take a break and look at classmates' work).	a. I am learning to apply strategies to overcome creative blocks.
b. Develop criteria (e.g., identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.	b. I am learning to develop criteria to guide making a work of art or design to meet a specific goal.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Demonstrate persistence in developing skills with various materials, methods, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) in creating works of art or design.	a. I am learning to demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art.
b. Apply standards of craftsmanship with tools, materials, and processes, and demonstrate awareness of ethical responsibility to yourself and others with posting and sharing images and other materials through the internet, social media, and other communication formats.	b1. I am learning to use art tools, materials, and processes to create art with quality craftsmanship b2. I am learning to be responsible about how I post and share images on the internet.

c. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	c. I am learning to organize the imagery of my artwork to communicate specific information and ideas.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime. 3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	
a. Reflect on and explain important information about personal artwork in an artist statement or another format (e.g., essay, story, poem).	a. I am learning to reflect on and explain important information about personal artwork in an artist statement.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance. 4. 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. 4. Essential Question: 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?	
Standard	Student Friendly Language
a. Compare how technologies have changed the way artwork is presented and experienced (e.g., audio tours, interactive screens, digital projections, virtual tours).	a. I am learning to compare how technologies have changed the way artwork is presented and experienced.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. 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 deciding if and how to preserve and protect it. 5. Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation ? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio , or a collection?	
a. Based on criteria (e.g., visual similarities, media, unity of subject matter) analyze and evaluate methods for preparing and presenting artworks in an exhibition (e.g., collection of postcard reproductions, student artwork, objects of visual culture).	a. I am learning to use criteria to analyze and evaluate methods for preparing and presenting artworks in an exhibition.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. 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. 6. Essential Question: What is an art museum? How does 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?	
a. Analyze how preservation and security measures can affect viewing and experiencing art.	a. I am learning to analyze how preservation and security measures can affect how art is viewed and experienced.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Explain how the location of artworks/artifacts (e.g., katsinas in museums or in ceremonial sites) influence how they are perceived and valued.	a. I am learning to explain how the location of artworks/artifacts influence how they are perceived and valued.
b. Analyze multiple ways that images influence specific audiences (e.g., flags at the opening ceremony of the Olympic games, athletic logos at sporting events, costumes at sci-fi convention).	b. I am learning to analyze multiple ways that images influence specific audiences.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Cite specific evidence from an artwork (e.g., subject matter, media, artistic norms of diverse cultures, social issues in contemporary art) and relevant evidence from the context (e.g., artist life and times) to support an interpretation of the mood, message, or meaning of that artwork.	a. I am learning to point out evidence from an artwork and evidence from the context to support an interpretation of the mood, message, or meaning of that artwork.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria . 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Compare and explain the difference between an evaluation of an artwork based on articulated personal criteria and an evaluation of an artwork based on a set of criteria established by art specialists (e.g., curators , art historians, reviewers, other artists).	a. I am learning to compare and explain the difference between an evaluation of an artwork based on criteria I develop, and an evaluation of an artwork based on a set of criteria created by art specialists.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Make art inspired by community art and/or by art made by local artists.	a. I am learning to make art inspired by community art and/or by art made by local artists.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources (e.g., American folk portraits made for everyday people available before photography, Stonehenge built with massive stones from far away) and cultural uses (e.g., expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries).	a. I am learning to analyze how my response to art is influenced by understanding the time and place in which it was created, the available resources and its cultural uses.

Visual Arts Grade 8: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Document early stages of the creative process with images or words in traditional or new media (e.g., sketchbook/journal, digital recordkeeping)	a. I am learning to show how I plan my creative process with images or words in traditional or new media.
b. Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.	b. I am learning to collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Take risks to pursue ideas, themes, meanings, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) that emerge in the process of art-making or designing.	a. I am learning to take risks to try new ideas, themes, meanings, and approaches that emerge in the process of art-making or designing.
b. Use tools, materials, and processes purposefully and 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.	b. I am learning to use tools and materials in a way that demonstrates awareness of practices, issues, and ethics of appropriations as they apply to creating works of art and design.

c. Select, organize, and design images and words to make visually clear and compelling presentations	c. I am learning to select, organize, and design images and words to make them visually clear and interesting.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime. 3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	
a. Apply relevant criteria (e.g., craftsmanship, originality, well-organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.	a. I am learning to apply relevant criteria to examine, reflect on, and plan revisions for a work of art in progress.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance. 4. 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. 4. Essential Question: 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?	
Standard	Student Friendly Language
a. Develop and apply criteria for evaluating a collection of artworks for presentation (e.g., grouping strategies, consideration of eye level, measuring).	a. I am learning to develop and apply criteria for evaluating a collection of artworks for presentation.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. 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 deciding if and how to preserve and protect it. 5. Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio , or a collection?	
a. Collaboratively prepare and present selected theme-based (e.g., joy, celebration, protest, environment) artwork for display, and formulate exhibition narratives (e.g., text panel, video introduction, docent talk) for the viewer.	a. I am learning to collaboratively prepare and present selected theme-based artwork for display and create exhibition narratives for the viewer.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. 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. 6. Essential Question: What is an art museum? How does 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?	
a. Analyze how the choice of what art or design to preserve reflects the values of the community.	a. I am learning to analyze how the choice of what art or design is publicly preserved and displayed reflects the values of the community.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Explain how artists' choices of visual characteristics (e.g., elements and principles in Western art or other culture's visual traditions) are influence by the culture and environment in which they live.	a. I am learning to recognize and explain how artists' design choices are influenced by the culture and environment in which they live.
b. Compare and contrast contexts (e.g., video games, music concerts, powwows) in which viewers encounter images that influence ideas, emotions, and actions.	b. I am learning to compare and contrast situations or media in which viewers encounter images that influence ideas, emotions, and actions.
<p>8. Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	
a. Create a convincing and logical argument to support an evaluation of art by citing both evidence visible in the artwork (a primary source) and published verbal information (either primary or secondary sources/s) about the artwork or about the artist who made it.	a. I am learning to create arguments, using visual evidence and published information, to support an evaluation of an artwork or the artist who made it
<p>9. Anchor Standard: Apply criteria to artistic work.</p> <p>9. Enduring Understanding: People evaluate art based on various criteria.</p> <p>9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>	
a. Create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources.	a. I am learning to create an argument to support an evaluation of an artwork by citing both primary and secondary sources.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.	a. I am learning to make art collaboratively to reflect on and reinforce positive aspects of group identity.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (e.g., examining art related to musical groups, international costumes, sports teams, special interest clubs).	a. I am learning to recognize different ways art is used to represent and reflect group identity.

Visual Arts HS Proficient: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Use multiple approaches (such as exploring artwork from the past, experimenting with materials, expressing a personal concern, etc.) to begin creative endeavors.	a. I am learning to effectively brainstorm and form multiple plans through the development of verbal, written, and/or visual approaches to begin creative work.
b. Shape an artistic investigation of an aspect of present-day life using contemporary practices of art or design.	b. I am learning to begin artistic exploration using present-day life and current techniques when designing an artwork.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Engage in making works of art or design both spontaneously and deliberately (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.).	a1. I am learning to use the elements and principles of visual art to create work that is spontaneous and not pre-planned. a2. I am learning to use a creative process to plan work deliberately with specific intentions.
b. Demonstrate safe and skillful handling of materials, tools, and equipment; explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools, and equipment.	b. I am learning to work safely and responsibly in the studio.
c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	c. I am learning to work with others to transform an environment into an artwork.

3. Anchor Standard: Refine and complete artistic work.
3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.
3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Apply traditional, cultural, or contemporary **criteria** to examine, reflect on, and plan revisions for works of art and **design** in progress.

a. I am learning to accept and respond to constructive feedback.
 b. I am learning to apply feedback that I receive to revise my artwork.
 c. I am learning to apply specific **criteria** when creating and revising my artwork.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for presentation.
4. 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.
4. Essential Question: 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?

Standard

Student Friendly Language

a. Analyze, select, and **curate** artifacts (such as pop culture items, heirlooms, personal collections, etc.) and/or artworks for presentation (such as in spaces in the classroom, digital presentation, on school campus, local businesses, public spaces, etc.).

a. I am learning to collect and organize artworks for a display that meets given **criteria**.

5. Anchor Standard: Develop and refine artistic techniques and work for presentation.
5. 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 deciding if and how to **preserve** and protect it.
5. Essential Question: What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?

a. Analyze and evaluate the reasons (such as showcasing student artwork, recording the past, provoking thought, learning about other cultures, protecting vulnerable artworks, etc.) and ways an exhibition is presented (such as examining an exhibition catalog, visiting an online exhibition, visiting a museum, etc.).

a. I am learning to view an artistic display and identify and explain the **criteria** used to organize and present the work.

6. Anchor Standard: Convey meaning through the presentation of artistic work.
6. 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.
6. Essential Question: What is an art museum? How does 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?

a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

a. I am learning how grouping artworks in a certain way can influence the message received by different viewers.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Speculate about ways in which art impacts people's perception and understanding of human experiences (such as the impact of Diego Rivera's political murals, Pablo Picasso's "Guernica," Jacob Lawrence's "Migration Series," etc.).	<p>a. I am learning to identify and explain where or how artworks influence a diverse group of viewers.</p> <p>b. I am learning artworks have different meanings to different people.</p>
b. Analyze how one's understanding of the world is affected by experiencing visual imagery (such as icons, logos, advertisements).	b. I am learning to understand the impact that visual media have on society.
<p>8. Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	
a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence (such as subject matter, media, elements and principles of modern art, artistic norms of diverse cultures, social issues in contemporary art, etc.) found in the work and its various contexts (artists' life and times, for example).	<p>a. I am learning to read a work of art using a set of criteria.</p> <p>b. I am learning to support my interpretation of an artwork with evidence from the artwork.</p>
<p>9. Anchor Standard: Apply criteria to artistic work.</p> <p>9. Enduring Understanding: People evaluate art based on various criteria.</p> <p>9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>	
a. Establish relevant criteria - as distinct from personal preference - to evaluate a work of art or collection of works.	a. I am learning to differentiate my personal preference from an objective evaluation of an artwork based on a set of criteria .

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Document the process of developing ideas that reflect group concerns from early stages to fully elaborated ideas.	<p>a. I am learning to connect personal experience and group concerns when designing a work of art.</p> <p>b. I am learning to document how ideas and meaning evolve throughout the art making process.</p>
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Describe how knowledge of culture, traditions, and history may influence personal responses to art (by comparing initial response to an artwork at the beginning of the course and periodically throughout the course to identify changes in perception after study of the context, for instance).	a. I am learning to apply my knowledge of culture, traditions, and history when reading an artwork for better understanding.

Visual Arts HS Accomplished: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
a. Individually or collaboratively formulate new creative problems based on student's existing artwork.	a. I am learning to individually or collaboratively formulate new creative problems based on student's existing artwork.
b. Plan personal artwork or design choosing from a range of traditional and contemporary artistic practices.	b. I am learning to plan personal artwork or design choosing from a range of traditional and contemporary artistic practices.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches (such as using the elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.).	a. I am learning to demonstrate acquisition of skills and knowledge in a chosen art form using various approaches through experimentation, practice, and persistence.
b. Use art media with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work.	b. I am learning to use art media with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work.
c. Redesign an artwork, everyday object, or place in response to contemporary issues (such as "Sun Mad" by Yolanda Lopez, "George Washington Carver Crossing the Delaware" by Robert Colescott, vacant lot as community garden, etc.).	c. I am learning to redesign an artwork, everyday object, or place in response to contemporary issues.
<p>3. Anchor Standard: Refine and complete artistic work.</p> <p>3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.</p> <p>3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>	
Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art.	a. I am learning to engage in constructive critique with peers, then reflect on, revise, and refine works of art.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

4. Anchor Standard: Select, analyze, and interpret artistic work for performance.

4. 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.

4. Essential Question: 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?

Standard	Student Friendly Language
Examine, select, and justify choices of personal artwork for a collection or portfolio presentation.	a. I am learning to examine, select, and justify choices of personal artwork for a collection or portfolio presentation.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>5. 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 deciding if and how to preserve and protect it.</p> <p>5. Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>	
Evaluate, select, and apply methods or processes appropriate to display and preserve artwork in a specific place (such as spaces in the classroom, on school campus, at local businesses, in public spaces, etc.).	a. I am learning to evaluate, select, and apply methods or processes appropriate to display and preserve artwork in a specific place.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work.</p> <p>6. 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.</p> <p>6. Essential Question: What is an art museum? How does 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?</p>	
Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	a. I am learning to make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

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

7. Essential Question:

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Standard	Student Friendly Language
a. Use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed environments (such as electronic devices, household appliances, shopping malls).	a. I am learning to use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed environments .
b. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences (political posters, ideal images of women, marketing campaigns, etc.).	b. I am learning to evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
<p>8. Anchor Standard: Interpret intent and meaning in artistic work.</p> <p>8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	

Construct a persuasive interpretation of an artwork or collection informed by the perspective of an art specialist(s) (such as art historians, art critics, curators , reviewers, and other artists).	a. I am learning to construct a persuasive interpretation of an artwork or collection informed by the perspective of an art specialist(s).
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria . 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Determine the relevance of criteria used by others (such as the general public compared to art specialists, for example) to evaluate a work of art or collection of works.	a. I am learning to determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience. 10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	
Standard	Student Friendly Language
a. Utilize inquiry methods of observation, research, and experimentation to explore community concerns through artmaking.	a. I am learning to utilize inquiry methods of observation, research, and experimentation to explore community concerns through artmaking.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	
a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	a. I am learning to compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Visual Arts HS Advanced: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

1. Enduring Understanding:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1. Essential Question:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate **artistic investigations**?

Standard	Student Friendly Language
a. Visualize and hypothesize to generate plans for creating art or design that explores social issues.	a. I am learning to visualize and hypothesize to generate plans for creating art or design that explores social issues.
b. Follow or break established conventions in the making of multiple works of art or design based on a theme, idea, or concept.	b1. I am learning to break the rules, when appropriate. b2. I am learning to create multiple works of art that are connected by theme, idea, or concept.
<p>2. Anchor Standard: Organize and develop artistic ideas and work.</p> <p>2. Enduring Understanding:</p> <ul style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>2. Essential Question:</p> <ul style="list-style-type: none"> a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate? 	
a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	a. I am learning to experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
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.	b. I am learning to demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation of artwork.
c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	c. I am learning to demonstrate in my art how culture impacts people's lives.
<p>3. Anchor Standard: Refine and complete artistic work.</p>	

3. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

3. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary **criteria** as well as personal artistic vision.

a1. I am learning to refine my work with consideration to traditional and contemporary **criteria**.

a2. I am learning to refine my artwork to align with my personal vision.

Presenting- Realizing artistic ideas and work through interpretation and presentation.

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

4. 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.

4. Essential Question: 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?

Standard

a. Analyze, select, **curate**, and present artwork for a specific exhibit or event.

Student Friendly Language

a. I am learning to analyze, select, **curate**, and present artwork for a specific exhibit or event.

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

5. 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 deciding if and how to **preserve** and protect it.

5. Essential Question: What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a **portfolio**, or a collection?

a. Investigate and compare methods for preserving and protecting art (such as conserving/stabilizing, restoring/repairing, repatriating, addressing security concerns, etc.).

a. I am learning to investigate and compare methods for preserving and protecting art.

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

6. 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.

6. Essential Question: What is an art museum? How does 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?

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

a. I am learning to display art to shape a viewer's understanding of social, cultural, or political experiences.

Responding- Understanding and evaluating how the arts convey meaning.

7. Anchor Standard: Perceive and analyze artistic work.

7. Enduring Understanding:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

7. Essential Question:

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

Standard	Student Friendly Language
a. Reflect upon how responses to art develop over time based on knowledge of and experience with art and life.	a. I am learning to reflect upon how responses to art develop over time based on knowledge of and experience with art and life.
b. Identify commonalities in visual images made in the same era or culture (such as fashion, automotive design, furniture, buildings, etc.).	b. I am learning to identify the era or culture of an image based on consistent visual characteristics
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. 8. Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
a. Defend a plausible interpretation of an artwork in comparison to the artist's stated intention for that artwork.	a. I am learning to defend my interpretation of an artwork in comparison to the artist's stated intention for that artwork.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: People evaluate art based on various criteria . 9. Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
a. Construct evaluations of a work of art or collection of works based on differing sets of criteria .	a. I am learning to apply a variety of criteria to help me evaluate artwork.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

10. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

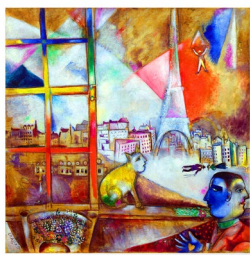
10. Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Standard	Student Friendly Language
a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	a. I am learning to connect all parts of my life and who I am to the art I create.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>11. Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society (such as Chinese propaganda art, James Montgomery Flagg's Uncle Sam army recruitment poster, Kathe Kollwitz woodcuts, Cesar Chavez's eagle symbol for the United Farm Workers, Elizabeth Catlett's "Sharecropper," etc.).	a. I am learning to connect value to the impact an artist has on society.





Arts Education Standards Instructional Resources – Visual Art

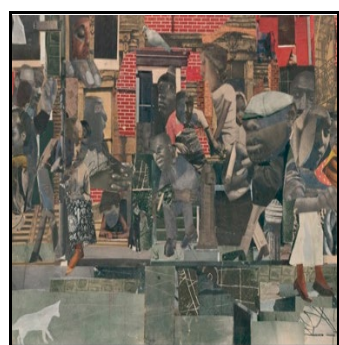
	<h3>Out My Window</h3> <h4>2nd Grade</h4> <p><i>After completing a critical viewing of Marc Chagall's "Paris Through the Window," students will create their own artwork, using expressive color, to connect art to their own life and represent what is outside their window.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> I am learning to use art specific vocabulary to describe the world around me. I am learning to make art or design to explore personal interests, questions, and curiosity.
Arts Standard(s):	Artistic Process - Responding Anchor Standard #7 - Perceive and analyze artistic work. <ul style="list-style-type: none"> (VA.R.7a.2) – Use art-specific vocabulary to describe one's natural world and constructed environments. Artistic Process - Creating Anchor Standard #1 - Generate and conceptualize artistic work <ul style="list-style-type: none"> (VA.C.11b.2) - Make art or design to explore personal interests, questions, and curiosity.
Essential Question(s):	<p>How do <u>images</u> influence our views of the world?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What factors prevent or encourage people to take creative risks?</p>
Vocabulary:	<p>NCCAS:</p> <p>Artwork - Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated</p> <p>Characteristic(s) - Attribute, feature, property, or essential quality</p> <p>Image - Visual representation of a person, animal, thing, idea, or concept</p>
Lesson Procedure: (1-2 Days)	<ol style="list-style-type: none"> Conduct a critical viewing of Marc Chagall's "Paris Through the Window" using the slide show. Lead students through completing an emotional color wheel (slides 8 & 9 in the slide show). Ask students to create an artwork that represents what is outside of their own window. Encourage the use of expressive color.
Assessments:	<p>Checking for understanding:</p> <p><i>During Critical Viewing:</i> encourage students to elaborate and explain answers to the questions on the slides</p> <p><i>During Emotional Color Wheel:</i> Review and correct placement of secondary colors. Review and discuss reasoning for emotions related to each color.</p>
Related Standards/ Competencies:	<p>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</p>

Resources:


- [Marc Chagall "Paris Through the Window" Critical Viewing](#)
- Artistic medium and surface is determined by the teacher and availability of materials.
- Allowing students to choose the appropriate medium from multiple choices would assist access to standard VA.C.2a.2 Recommended materials to create an opportunity for students to experience choice and unique mediums would be watercolor, chalk pastel or oil pastel on textured paper (watercolor paper, pastel paper, construction paper)




Marc Chagall, *Paris through the Window*, 1913. Oil on canvas, 53½ x 55¾" (136x144cm). Solomon R. Guggenheim Museum, New York (Gift, Solomon R. Guggenheim, 1937).

	<h2 style="text-align: center;">City Collage: Me and Uncle Romie</h2> <h3 style="text-align: center;">4th Grade</h3> <p style="text-align: center;"><i>Creating collages in the style of Romare Bearden</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> I am learning to describe how people interact with art created for their community. I am learning to allow my community and cultural surroundings to influence my art.
Arts Standard(s):	Artistic Process – Creating Anchor Standard 2 - Organize and develop artistic ideas and work <ul style="list-style-type: none"> (4.VA.CR.2.c) - Describe, and visually represent regional constructed environments (such as school, playground, park, street, or store). Artistic Process – Connecting Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> (4.VA.CN.10.a) - Create a work of art that reflects community or cultural traditions.
Essential Question(s):	<i>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</i>
Vocabulary:	N/A
Lesson Procedure: <i>(Approx. Duration)</i>	<ol style="list-style-type: none"> Together: Read or watch the story “Me and Uncle Romie” by Claire Hartfield Together: Complete Romare Bearden “The Dove” Critical Viewing Students cut out long rectangles to create a sidewalk and glue along bottom of construction paper Students cut out shapes for buildings: rectangles for buildings, trapezoids and triangles for roofs, and shapes for building details (windows, doors, air conditioners, chimneys, porches) Students glue details on buildings Students play with arrangement of buildings in the composition until they find a pleasing arrangement Students glue down the arrangement
Assessments:	Checking for understanding: <i>During Critical Viewing:</i> encourage students to elaborate and explain answers to the questions on the slides or make use of an art journal. Teacher circulates to ensure students are completing their collage as assigned.

Related Standards/ Competencies:	<i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i>
Resources:	Magazines - choose magazines with colorful imagery Construction Paper Scissors Glue or glue sticks Me and Uncle Romie story: https://www.pbs.org/video/thirteen-specials-romare-bearden-the-dove-1964/

	<h2 style="text-align: center;">Jacob Lawrence</h2> <h3 style="text-align: center;">6th Grade</h3> <p style="text-align: center;"><i>Through an exploration of the art of Jacob Lawrence students will have the opportunity to connect with various shared human experiences represented in art as well as share their own.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning statement(s): <ul style="list-style-type: none"> I am learning to analyze how elements and principles, visual characteristics, context, subject matter, and art media usage support an interpretation of the ideas and mood conveyed in an artwork. I am learning to analyze how art reflects changing times, traditions, resources, and cultural uses.
Arts Standard(s):	<p>Artistic Process – Responding Anchor Standard 8 - Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> (VA.RE.8a) Interpret art by analyzing elements and principles in modern art or visual characteristics of diverse cultures, and other visual characteristics, contextual information (such as the artist's life and times), subject matter, and use of media to identify ideas and mood conveyed. <p>Artistic Process - Connecting Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> (VA.CN.11a) Analyze how art reflects changing times, traditions, resources, and cultural uses (such as a comparison of an Egyptian tomb fresco, the Mayan mural at Bonampak, or Arizona's Robert McCall's space murals).
Essential Question(s):	<p><i>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</i></p> <p><i>How does art help us understand the lives of people of different times, places, and cultures? How does art preserve aspects of life?</i></p>
Vocabulary:	<p><u>NCCAS:</u> Characteristic(s): Attribute, feature, property, or essential quality 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 Medium/Media: Mode(s) of artistic expression or communication; material or other resources used for creating art</p>
Lesson Procedure: (Approx. Duration)	<ol style="list-style-type: none"> Watch an excerpt of the video showing Lawrence's Struggle Series and work. Discuss characteristics of his work and how it communicates his experiences and culture As a whole group, brainstorm a list of shared experiences Work in small groups or as a whole group to answer questions on slides 3, 4, and 5 in the slideshow. Having a reference image at each table may be helpful. Students sketch their plan for creating a collage that reflects their daily experiences or cultural traditions.

	<p>a. Materials may include: Magazines, newspaper, scrap construction paper, cut up painted paper, fabric, scissors, glue, staples. Alternative lesson application may be to create a digital collage using a compilation of images cropped to create a sense of place rather than disjointed images.</p> <p>6. Create collage.</p> <p>a. Jacob Lawrence often used blocks of color cut out in specific shapes to build cityscapes and figures. Faces were sometimes created the same way or cut directly from photos or magazines. Encourage students to draw a plan that includes a foreground, middleground and background as well as a center of interest prior to beginning to cut out or glue images</p>
	<p>Checking for understanding: Complete short brainstorming activities, shared experience write up, as well as participation in relating discussion. Monitor and discuss planning and thumbnail sketches.</p> <p>End of Lesson: Rubric demonstrating understanding and application of techniques</p> <p>Unit assessment (if applicable): Display and discuss artworks and shared cultures</p>
<p>Related Standards/ Competencies:</p>	<p><i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i></p>
<p>Resources:</p>	<p>Jacob Lawrence Collage Slides</p> <p>Rubric and Image: Jacob Lawrence</p>  <p>THE STUDIO 1977 JACOB LAWRENCE AMERICAN, 1917 - 2000 Gouache on paper, 30 x 22 in. (76.2 x 55.88 cm) Overall h.: 37 3/8 in. Overall w.: 29 in., Partial gift of Gull Industries; John H. and Ann Hauberg; Links, Seattle; and gift by exchange from the Estate of Mark Tobey, 90.27</p>

	<h2 style="text-align: center;">The Curator Experience</h2> <h3 style="text-align: center;">High School Proficient</h3> <p style="text-align: center;"><i>Students will select a presentational theme, gather, collect, organize, and design a museum style presentation of a selected group of artworks.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> I am learning to collect and organize artworks for a display that meets given criteria.
Arts Standard(s):	Artistic Process - Presenting Anchor Standard #4 - Select, analyze, and interpret artistic work for performance. <ul style="list-style-type: none"> (VA.P.4a) - Analyze select, and curate artifacts (such as pop culture items, heirlooms, personal collections, etc.) and/or artworks for presentation (such as in spaces in the classroom, digital presentation, on a school campus, local businesses, public spaces etc.
Essential Question(s):	<i>How do Curators select, analyze, and interpret artistic works for presentation?</i>
Vocabulary:	<p><u>NCCAS:</u></p> <p>Artwork - Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated</p> <p>Characteristic(s) - Attribute, feature, property, or essential quality</p> <p>Image - Visual representation of a person, animal, thing, idea, or concept</p> <p>Collaboration - Joint effort of working together to formulate and solve creative problems.</p> <p>Curate-Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits</p> <p>Venue - Place or setting for an art exhibition, either a physical space or a virtual environment</p> <p>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</p>
Lesson Procedure: (2-3 Days)	<ol style="list-style-type: none"> Have students take notes on what a curator does from the video: Live Q&A with MoMA Curator Anne Umland. Pause video to review/reiterate important information. Pertinent information is available within the first 15 minutes of the video. Students summarize notes in a 5-8 sentence paragraph. Divide students into small groups of 5-6 students Provide each group with a stack of art reproductions, 10-20 pieces each. There should be enough reproductions to allow each group to keep their reproductions throughout the 3 days. Students are provided the handout "Curatorial Staff-inventory." Teacher will assign the "Head Curator," and then the Head Curator assigns all other jobs to the group members. Students:

	<ul style="list-style-type: none">○ Decide on a museum name and record on the document○ Assign jobs○ Inventory collection of <u>artworks</u>○ Select a theme/concept for the exhibit○ Acquire additional works for the exhibit from other “Museum” groups○ Loan works they are not using to other institutions○ Create the layout/design for the show○ Write up the explanation of the show and its purpose, to be posted at the opening of the gallery, for the viewers to be informed.○ Present their show to the class○ Hold a Q&A session with their viewers
Assessments:	<p>Informal:</p> <ul style="list-style-type: none">• Teacher observation of participation• Curator notes and summary <p>Formal:</p> <ul style="list-style-type: none">• Written paragraph reflecting on individual student’s understanding of what a curator does with specific examples included. This paragraph should include a working description of the job of a curator and examples of how they may decide to collect, group, and display <u>artworks</u> for a specific exhibit.
Related Standards/ Competencies:	<p><i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i></p>
Resources:	<p>https://www.youtube.com/watch?v=NjyWl-Bz6Q8&feature=youtu.be</p> <p>Curatorial Staff Inventory Document</p>