



Arizona Arts Standards

Visual Arts K-2

2015

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p>Creating (Cr) Conceiving and developing new artistic ideas and work.</p>	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<ol style="list-style-type: none"> 1. 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? 2. 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? 3. 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>Presenting (Pr) Realizing artistic ideas and work through interpretation and presentation.</p>	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 4. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. 5. 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. 6. 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 cultivation of appreciation and understanding. 	<ol style="list-style-type: none"> 4. 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? 5. 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? 6. 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>Responding (Re) Understanding and evaluating how the arts convey meaning.</p>	<p>7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to artistic work.</p>	<p>7. 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. 8. People gain insights into the meanings of artworks by engaging in the process of art criticism. 9. People evaluate art based on various criteria.</p>	<p>7. 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? 8. 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? 9. 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>
<p>Connecting (Cn) Relating artistic ideas and work with personal meaning and external context.</p>	<p>10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>10. Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience. 11. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>10. How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? 11. 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>

Visual Arts – Kindergarten

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:K.Cr1.a	Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as paper, markers, clay, crayons, etc.).
	VA:K.Cr1.b	Engage collaboratively (such as using manipulatives for construction, adding to a group collage, etc.) in creative artmaking in response to an artistic problem.
Cr2 Organize and develop artistic ideas and work	VA:K.Cr2.a	Through experimentation, build skills in various media and approaches to artmaking (such as using the elements of modern art, applying artistic ideas from diverse cultures, etc.).
	VA:K.Cr2.b	Observe safe practices with art materials , tools, and equipment.
	VA:K.Cr2.c	Create art that represents natural and constructed environments .
Cr3 Refine and complete artistic work	VA:K.Cr3.a	Explain the process and/or subject matter of personal artwork .
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:K.Pr4.a	Identify reasons for saving and displaying objects, artifacts, and artwork .
Pr5 Develop and refine artistic techniques and work for presentation	VA:K.Pr5.a	Explain the purpose of a portfolio or collection (such as keeping artworks safe, reviewing artworks later, deciding which artworks are best, etc.).
Pr6 Convey meaning through the presentation of artistic work	VA:K.Pr6.a	Explain what an art museum is and distinguish how an art museum is different from other buildings.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:K.Re7.a	Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.
	VA:K.Re7.b	Describe what an image represents.
Re8 Interpret intent and meaning in artistic work.	VA:K.Re8.a	Interpret art by identifying subject matter and describing relevant details.
Re9 Apply criteria to evaluate artistic work.	VA:K.Re9.a	Explain reasons for selecting a preferred artwork .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:K.Cn10.a	Create art that tells a story about a life experience.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:K.Cn11.a	Identify the purpose of an artwork .

Visual Arts – Grade 1

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:1.Cr1.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.).
	VA:1.Cr1.b	Use careful observation in preparation for making a work of art.
Cr2 Organize and develop artistic ideas and work	VA:1.Cr2.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.
	VA:1.Cr2.b	Demonstrate safe and proper procedures for using materials , tools, and equipment while making art.
	VA:1.Cr2.c	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
Cr3 Refine and complete artistic work	VA:1.Cr3.a	Use art vocabulary to describe choices in personal artwork .
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:1.Pr4.a	Explain why some objects, artifacts, and artwork are valued over others.
Pr5 Develop and refine artistic techniques and work for presentation	VA:1.Pr5.a	Give reasonable answers to questions about preserving artworks (such as where, when, why, and how artwork should be preserved .)
Pr6 Convey meaning through the presentation of artistic work	VA:1.Pr6.a	Identify the roles and responsibilities of people who work in and visit museums and other art venues .
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:1.Re7.a	Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of oneself and others).
	VA:1.Re7.b	Compare images that represent the same subject matter.
Re8 Interpret intent and meaning in artistic work.	VA:1.Re8.a	Interpret art by categorizing subject matter and identifying the elements and principles.
Re9 Apply criteria to evaluate artistic work.	VA:1.Re9.a	Classify artwork based on different reasons for preferences (favorite color, favorite subject matter, etc.).
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:1.Cn10.a	Identify times, places, and reasons students make art outside of school.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:1.Cn11.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, etc.).

Visual Arts – Grade 2

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:2.Cr1.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, etc.).
	VA:2.Cr1.b	Make art or design to explore personal interests, questions, and curiosity.
Cr2 Organize and develop artistic ideas and work	VA:2.Cr2.a	Experiment with various materials , tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.
	VA:2.Cr2.b	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
	VA:2.Cr2.c	Repurpose objects to make something new.
Cr3 Refine and complete artistic work	VA:2.Cr3.a	Discuss and reflect with peers about choices made in creating artwork .
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:2.Pr4.a	Categorize artworks based on a theme or concept for an exhibit (such as bulletin board display, student art show, postcard mock gallery, etc.).
Pr5 Develop and refine artistic techniques and work for presentation	VA:2.Pr5.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, etc., and including a label with student name and title).
Pr6 Convey meaning through the presentation of artistic work	VA:2.Pr6.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.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:2.Re7.a	Use art-specific vocabulary to describe one's natural world and constructed environments .
	VA:2.Re7.b	Compare images based on expressive properties (such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny, etc.).
Re8 Interpret intent and meaning in artistic work.	VA:2.Re8.a	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.
Re9 Apply criteria to evaluate artistic work.	VA:2.Re9.a	Use art-specific vocabulary to express preferences about artwork .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:2.Cn10.a	Create works of art about events in home, school, or community life.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:2.Cn11.a	Compare cultural uses (such as honoring people, remembering events, etc.) of artwork from different times and places.



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