



Arizona Arts Standards

Visual Arts 3-5

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 – Grade 3

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:3.Cr1.a	Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.
	VA:3.Cr1.b	Investigate personal ideas through the art-making process.
Cr2 Organize and develop artistic ideas and work	VA:3.Cr2.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, etc.).
	VA:3.Cr2.b	Demonstrate an understanding of the safe and proficient use of materials , tools, and equipment for a variety of artistic processes.
	VA:3.Cr2.c	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
Cr3 Refine and complete artistic work	VA:3.Cr3.a	Elaborate visual information by adding details in an artwork .
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:3.Pr4.a	Investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet, etc.) for exhibiting artwork .
Pr5 Develop and refine artistic techniques and work for presentation	VA:3.Pr5.a	Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center, etc.) and write an artist statement (such as a descriptive sentence).
Pr6 Convey meaning through the presentation of artistic work	VA:3.Pr6.a	Identify and explain how and where different cultures record and illustrate stories and preserve history through art.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:3.Re7.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.
	VA:3.Re7.b	Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).
Re8 Interpret intent and meaning in artistic work.	VA:3.Re8.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 .
Re9 Apply criteria to evaluate artistic work.	VA:3.Re9.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).
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:3.Cn10.a	Develop a work of art based on observations of surroundings.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:3.Cn11.a	Recognize that responses to art change depending on knowledge of the time and place in which it was made (by using a t-chart to compare initial responses to those formed after study of the context , for example).

Visual Arts – Grade 4

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:4.Cr1.a	Independently brainstorm multiple approaches to solve a creative art or design problem.
	VA:4.Cr1.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).
Cr2 Organize and develop artistic ideas and work	VA:4.Cr2.a	Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).
	VA:4.Cr2.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.
	VA:4.Cr2.c	Describe, and visually represent regional constructed environments (such as school, playground, park, street, or store).
Cr3 Refine and complete artistic work	VA:4.Cr3.a	Revise artwork in progress on the basis of insights gained through peer discussion.
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:4.Pr4.a	Analyze how past, present, and emerging technologies have impacted the presentation of artwork (such as photographic/digital reproductions, posters, postcards, printouts, photocopies, etc.).
Pr5 Develop and refine artistic techniques and work for presentation	VA:4.Pr5.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 and digital formats , etc.).
Pr6 Convey meaning through the presentation of artistic work	VA:4.Pr6.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, etc.).
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:4.Re7.a	Use art-specific vocabulary to compare responses to a work of art before and after working in similar media .
	VA:4.Re7.b	Analyze components (such as elements and principles in modern art, visual traditions of various indigenous peoples, etc.) in imagery that convey messages.
Re8 Interpret intent and meaning in artistic work.	VA:4.Re8.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.
Re9 Apply criteria to evaluate artistic work.	VA:4.Re9.a	Evaluate an artwork based on given criteria (such as realism, usefulness, expressiveness, formal excellence, craftsmanship, etc.).
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:4.Cn10.a	Create a work of art that reflects community or cultural traditions .
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:4.Cn11.a	Through observation, infer information about time, place, and culture in which a work of art was created (by examining genre scenes, cityscapes, portraits from different eras, etc.).

Visual Arts – Grade 5

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:5.Cr1.a	Combine ideas to generate an innovative idea for artmaking.
	VA:5.Cr1.b	Identify and demonstrate diverse methods of artistic investigation (such as researching subject matter, techniques, the work of other artists, etc.) to choose an approach for beginning a work of art.
Cr2 Organize and develop artistic ideas and work	VA:5.Cr2.a	Develop skills in multiple art-making techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.) through practice.
	VA:5.Cr2.b	Demonstrate quality craftsmanship through care for and use of materials , tools, and equipment.
	VA:5.Cr2.c	Describe and visually document places and/or objects of personal significance.
Cr3 Refine and complete artistic work	VA:5.Cr3.a	Create an artist statement using art vocabulary to describe personal choices in artmaking.
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:5.Pr4.a	Define the roles and responsibilities of museum professionals (such as museum educator, curator , security guard, conservator, docent, exhibition designer, etc.); explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork .
Pr5 Develop and refine artistic techniques and work for presentation	VA:5.Pr5.a	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (such as debating or writing about the care and transportation of personal artwork , care of family heirlooms, unprotected Native American petroglyphs, etc.).
Pr6 Convey meaning through the presentation of artistic work	VA:5.Pr6.a	Cite evidence about how an exhibition in a museum or other venue (such as school lobby, bulletin board, local business, etc.) presents ideas and provides information about a specific concept or topic.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:5.Re7.a	Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.
	VA:5.Re7.b	Identify and analyze cultural associations suggested by visual imagery (such as the skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom, etc.).
Re8 Interpret intent and meaning in artistic work.	VA:5.Re8.a	Distinguish between relevant and non-relevant contextual information (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork .
Re9 Apply criteria to evaluate artistic work.	VA:5.Re9.a	Recognize differences in criteria used to evaluate works of art depending on styles (such as Cubist, Anasazi, Harlem Renaissance, etc.), genres (such as portrait, still life, landscape, etc.), and media .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:5.Cn10.a	Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:5.Cn11.a	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (such as how religious art can illustrate a group's beliefs, how community murals can reflect concerns of the neighborhood, how an advertising image can be persuasive, etc.).



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