



Arizona Arts Standards

Visual Arts K-12

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.

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.).

Visual Arts – Grade 6

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:6.Cr1.a	Combine concepts collaboratively to generate innovative ideas for creating art.
	VA:6.Cr1.b	Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas).
Cr2 Organize and develop artistic ideas and work	VA:6.Cr2.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.
	VA:6.Cr2.b	Explain standards of craftsmanship, environmental implications of conservation, care, and clean-up of art materials , tools, and equipment.
	VA:6.Cr2.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.
Cr3 Refine and complete artistic work	VA:6.Cr3.a	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:6.Pr4.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.).
Pr5 Develop and refine artistic techniques and work for presentation	VA:6.Pr5.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.).
Pr6 Convey meaning through the presentation of artistic work	VA:6.Pr6.a	Assess, explain, and provide evidence of how museums or other venues (such as school lobbies, bulletin boards, local businesses, etc.) reflect history and values of a community.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:6.Re7.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.
	VA:6.Re7.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).
Re8 Interpret intent and meaning in artistic work.	VA:6.Re8.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.
Re9 Apply criteria to evaluate artistic work.	VA:6.Re9.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.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:6.Cn10.a	Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:6.Cn11.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).

Visual Arts – Grade 7

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:7.Cr1.a	Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates' work, etc.).
	VA:7.Cr1.b	Develop criteria (such as identifying the desired qualities of the final artwork) to guide in making a work of art or design to meet an identified goal.
Cr2 Organize and develop artistic ideas and work	VA:7.Cr2.a	Demonstrate persistence in developing skills with various 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 creating works of art or design.
	VA:7.Cr2.b	Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media , and other communication formats.
	VA:7.Cr2.c	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
Cr3 Refine and complete artistic work	VA:7.Cr3.a	Reflect on and explain important information about personal artwork in an artist statement or another format (such as essay, story, or poem).
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:7.Pr4.a	Compare how technologies have changed the way artwork is presented and experienced (such as audio tours, interactive screens, digital projections, virtual tours, etc.).
Pr5 Develop and refine artistic techniques and work for presentation	VA:7.Pr5.a	Based on criteria (such as visual similarities, media , unity of subject matter, etc.) analyze and evaluate methods for preparing and presenting artworks in an exhibition (such as a collection of postcard reproductions, student artwork , objects of visual culture, etc.).
Pr6 Convey meaning through the presentation of artistic work	VA:7.Pr6.a	Analyze how preservation and security measures can affect viewing and experiencing art.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:7.Re7.a	Explain how the location of artworks/artifacts (such as katsinas in museums or in ceremonial sites) influence how they are perceived and valued.
	VA:7.Re7.b	Analyze multiple ways that images influence specific audiences (flags at the opening ceremony of the Olympic Games, athletic logos at sporting events, costumes at a sci-fi convention, etc.).
Re8 Interpret intent and meaning in artistic work.	VA:7.Re8.a	Cite specific evidence from an artwork (such as subject matter, media , elements and principles of modern art, artistic norms of diverse cultures, social issues in contemporary art, etc.) and relevant evidence from the context (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:7.Re9.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 (curators , art historians, critics, reviewers, and other artists).
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:7.Cn10.a	Make art inspired by community art and/or by art made by local artists.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:7.Cn11.a	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, (such as American folk portraits made for everyday people prior to the invention of the photographic process, or Stonehenge being built with massive stones from far away) and cultural uses (such as expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries, etc.).

Visual Arts – Grade 8

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:8.Cr1.a	Document early stages of the creative process with images or words in traditional or new media (such as a sketchbook/journal, digital recordkeeping, etc.).
	VA:8.Cr1.b	Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.
Cr2 Organize and develop artistic ideas and work	VA:8.Cr2.a	Take risks to pursue ideas, themes, meanings, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) that emerge in the process of art making or designing .
	VA:8.Cr2.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.
	VA:8.Cr2.c	Select, organize, and design images and words to make visually clear and compelling presentations.
Cr3 Refine and complete artistic work	VA:8.Cr3.a	Apply relevant criteria (such as craftsmanship, originality, well-organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:8.Pr4.a	Develop and apply criteria for evaluating a collection of artwork for presentation (such as grouping strategies, consideration of eye level, measuring, etc.).
Pr5 Develop and refine artistic techniques and work for presentation	VA:8.Pr5.a	Collaboratively prepare and present selected theme-based (such as joy, celebration, protest, environment, etc.) artwork for display, and formulate exhibition narratives (such as text panel, video introduction, docent talk, etc.) for the viewer.
Pr6 Convey meaning through the presentation of artistic work	VA:8.Pr6.a	Analyze how the choice of what art or design to preserve reflects the values of the community.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:8.Re7.a	Explain how artists' choices of visual characteristics (such as elements and principles in Western art or other culture's visual traditions) are influenced by the culture and environment in which they live.
	VA:8.Re7.b	Compare and contrast contexts (such as video games, music concerts, pow wows, etc.) in which viewers encounter images that influence ideas, emotions, and actions.
Re8 Interpret intent and meaning in artistic work.	VA:8.Re8.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 source(s)) about the artwork or about the artist who made it.
Re9 Apply criteria to evaluate artistic work.	VA:8.Re9.a	Create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:8.Cn10.a	Make art collaboratively to reflect on and reinforce positive aspects of group identity.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:8.Cn11.a	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (such as examining the art related to musical groups, international costumes, sports teams, special-interest clubs, etc.).

Visual Arts – HS Proficient

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:HSP.Cr1.a	Use multiple approaches (such as exploring artwork from the past, experimenting with materials , expressing a personal concern, etc.) to begin creative endeavors.
	VA:HSP.Cr1.b	Shape an artistic investigation of an aspect of present-day life using contemporary practices of art or design.
Cr2 Organize and develop artistic ideas and work	VA:HSP.Cr2.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.).
	VA:HSP.Cr2.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.
	VA:HSP.Cr2.c	Collaboratively develop a proposal for an installation, artwork , or space design that transforms the perception and experience of a particular place.
Cr3 Refine and complete artistic work	VA:HSP.Cr3.a	Apply traditional, cultural, or contemporary criteria to examine, reflect on, and plan revisions for works of art and design in progress.
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:HSP.Pr4.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.).
Pr5 Develop and refine artistic techniques and work for presentation	VA:HSP.Pr5.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 catalogue, visiting an online exhibition, visiting a museum, etc.).
Pr6 Convey meaning through the presentation of artistic work	VA:HSP.Pr6.a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:HSP.Re7.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.).
	VA:HSP.Re7.b	Analyze how one's understanding of the world is affected by experiencing visual imagery (such as icons, logos, advertisements).
Re8 Interpret intent and meaning in artistic work.	VA:HSP.Re8.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).
Re9 Apply criteria to evaluate artistic work.	VA:HSP.Re9.a	Establish relevant criteria - as distinct from personal preference - to evaluate a work of art or collection of works.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:HSP.Cn10.a	Document the process of developing ideas that reflect group concerns from early stages to fully elaborated ideas.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:HSP.Cn11.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).

Visual Arts – HS Accomplished

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:HSA.Cr1.a	Individually or collaboratively formulate new creative problems based on existing artwork .
	VA:HSA.Cr1.b	Plan personal artwork or design choosing from a range of traditional and contemporary artistic practices .
Cr2 Organize and develop artistic ideas and work	VA:HSA.Cr2.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.).
	VA:HSA.Cr2.b	Use art media with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work.
	VA:HSA.Cr2.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.).
Cr3 Refine and complete artistic work	VA:HSA.Cr3.a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art.
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:HSA.Pr4.a	Examine, select, and justify choices of personal artwork for a collection or portfolio presentation.
Pr5 Develop and refine artistic techniques and work for presentation	VA:HSA.Pr5.a	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.).
Pr6 Convey meaning through the presentation of artistic work	VA:HSA.Pr6.a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:HSA.Re7.a	Use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed environments (such as electronic devices, household appliances, shopping malls).
	VA:HSA.Re7.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.).
Re8 Interpret intent and meaning in artistic work.	VA:HSA.Re8.a	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).
Re9 Apply criteria to evaluate artistic work.	VA:HSA.Re9.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.
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:HSA.Cn10.a	Utilize inquiry methods of observation, research, and experimentation to explore community concerns through artmaking.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:HSA.Cn11.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 .

Visual Arts – HS Advanced

Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:HSAdv.Cr1.a	Visualize and hypothesize to generate plans for creating art or design that explores social issues.
	VA:HSAdv.Cr1.b	Follow or break established conventions in the making of multiple works of art or design based on a theme, idea, or concept.
Cr2 Organize and develop artistic ideas and work	VA:HSAdv.Cr2.a	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
	VA:HSAdv.Cr2.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.
	VA:HSAdv.Cr2.c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Cr3 Refine and complete artistic work	VA:HSAdv.Cr3.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.
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:HSAdv.Pr4.a	Analyze, select, curate , and present artwork for a specific exhibit or event.
Pr5 Develop and refine artistic techniques and work for presentation	VA:HSAdv.Pr5.a	Investigate and compare methods for preserving and protecting art (such as conserving/stabilizing, restoring/repairing, repatriating, addressing security concerns, etc.).
Pr6 Convey meaning through the presentation of artistic work	VA:HSAdv.Pr6.a	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
Responding (Re)		
Re7 Perceive and analyze artistic work	VA:HSAdv.Re7.a	Reflect upon how responses to art develop over time based on knowledge of and experience with art and life.
	VA:HSAdv.Re7.b	Identify commonalities in visual images made in the same era or culture (such as fashion, automotive design, furniture, buildings, etc.).
Re8 Interpret intent and meaning in artistic work.	VA:HSAdv.Re8.a	Defend a plausible interpretation of an artwork in comparison to the artist's stated intention for that artwork .
Re9 Apply criteria to evaluate artistic work.	VA:HSAdv.Re9.a	Construct evaluations of a work of art or collection of works based on differing sets of criteria .
Connecting (Cn)		
Cn10 Synthesize and relate knowledge and personal experiences to make art	VA:HSAdv.Cn10.a	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:HSAdv.Cn11.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.).



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