

# Arizona Arts Standards



## Visual Arts 3-5

Student-Friendly-Language  
Learning Intentions

2022

## Visual Arts – Grade 3

| Creating - Conceiving and developing new artistic ideas and work.   |   |
|---|---|
| <p><b>Anchor Standard:</b> Cr1 Generate and conceptualize artistic work.<br/> <b>Enduring Understandings:</b><br/>                     a. Creativity and innovative thinking are essential life skills that can be developed.<br/>                     b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><b>1 Essential Questions:</b><br/>                     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?<br/>                     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?</p>   |   |
| Standard  | Student Friendly Language   |
| <b>VA:3.Cr1.a</b> Create an imaginative <b>artwork</b> (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>VA:3.Cr1.b</b> Investigate personal ideas through the art-making process.  | b. I am learning to explore my own ideas through artmaking.   |
| <p><b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.<br/> <b>Enduring Understandings:</b><br/>                     a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.<br/>                     b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks.<br/>                     c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b>2 Essential Questions:</b><br/>                     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?<br/>                     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?<br/>                     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?</p> |   |
| <b>VA:3.Cr2.a</b> Create <b>artwork</b> using a variety of artistic processes, <b>materials</b> , and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).  | a. I am learning to create artwork using a variety of artistic processes, materials, and approaches.                                      |
| <b>VA:3.Cr2.b</b> Demonstrate an understanding of the safe and proficient use of <b>materials</b> , tools, and equipment for a variety of artistic processes.   | b. I am learning to use my tools and materials safely.  |
| <b>VA:3.Cr2.c</b> Individually or <b>collaboratively</b> 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.<br>c2. I am learning to use art to describe the world around me with peers. |
| <p><b>Anchor Standard:</b> Cr3 Refine and complete artistic work.<br/> <b>Enduring Understanding:</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b>3 Essential Questions:</b> 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>   |   |
| <b>VA:3.Cr3.a</b> Elaborate visual information by adding details in an <b>artwork</b> .   | a. I am learning to add details to an artwork.  |

### Visual Arts – Grade 3

| Presenting - Realizing artistic ideas and work through interpretation and presentation.  |   |
|--|---|
| <p><b>Anchor Standard:</b> Pr4 Select, analyze, and interpret artistic work for performance.</p> <p><b>4 Enduring Understanding:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><b>Essential Questions:</b> 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?</p>  |   |
| Standard   | Student Friendly Language   |
| <p><b>VA:3.Pr4.a</b> Investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet, etc.) for exhibiting <b>artwork</b>.</p>   | <p>a. I am learning to identify an appropriate space for displaying artwork.</p>  |
| <p><b>Anchor Standard:</b> Pr5 Develop and refine artistic techniques and work for presentation.</p> <p><b>5 Enduring Understanding:</b> 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><b>Essential Questions:</b> 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>   |   |
| <p><b>VA:3.Pr5.a</b> Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, <b>media</b> center, etc.) and write an <b>artist statement</b> (such as a descriptive sentence).</p>  | <p>a1. I am learning to choose an appropriate space for displaying artwork.</p> <p>a2. I am learning to write about my artwork.</p> |
| <p><b>Anchor Standard:</b> Pr6 Convey meaning through the presentation of artistic work.</p> <p><b>6 Enduring Understanding:</b> 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><b>Essential Questions:</b> 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> |   |
| <p><b>VA:3.Pr6.a</b> Identify and explain how and where different cultures record and illustrate stories and <b>preserve</b> history through art.</p>  | <p>a. I am learning to identify and explain how different cultures tell their stories and pass on their history through art.</p>    |

## Visual Arts – Grade 3

### Responding - Understanding and evaluating how the arts convey meaning.

**Anchor Standard:** Re7 Perceive and analyze artistic work.

**Enduring Understandings:**

- 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 Questions:**

- 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  |
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| <p><b>VA:3.Re7.a</b> 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.</p>  | <p>a. I am learning to guess how an artwork was made.</p>  |
| <p><b>VA:3.Re7.b</b> Determine messages communicated by an <b>image</b> (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).</p>   | <p>b. I am learning to communicate different messages using similar subject matter.</p>                        |
| <p><b>Anchor Standard:</b> Re8 Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>8 Essential Questions:</b> 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> |  |
| <p><b>VA:3.Re8.a</b> 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 <b>media</b>.</p>   | <p>a. I am learning to use context clues and art vocabulary to understand what is happening in an artwork.</p> |
| <p><b>Anchor Standard:</b> Re9 Apply criteria to artistic work.</p> <p><b>Enduring Understanding:</b> People evaluate art based on various criteria.</p> <p><b>9 Essential Questions:</b> 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><b>VA:3.Re9.a</b> Distinguish one's preference for an <b>artwork</b> from one's evaluation of that <b>artwork</b>. ("I like it," is a preference while "It is good because...." is an evaluation).</p>  | <p>a. I am learning to tell the difference between personal preference and evaluation of an artwork.</p>       |

## Visual Arts – Grade 3

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

**10** **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.  
**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.  
**Essential Questions:** 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?

| Standard  | Student Friendly Language  |
|---|--|
| <p><b>VA:3.Cn10.a</b> Develop a work of art based on observations of surroundings.</p>  | <p>a. I am learning to create artwork based on observations of my surroundings.</p>                            |
| <p><b>11</b> <b>Anchor Standard:</b> Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.<br/> <b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.<br/> <b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> |  |
| <p><b>VA:3.Cn11.a</b> 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 <b>context</b>, for example).</p>  | <p>a. I am learning that when and how an artwork was made helps me understand the meaning of that artwork.</p> |



**ARIZONA DEPARTMENT OF**  
**EDUCATION**

## Visual Arts – Grade 4

| Creating - Conceiving and developing new artistic ideas and work.   |   |
|---|---|
| <p><b>Anchor Standard:</b> Cr1 Generate and conceptualize artistic work.<br/> <b>Enduring Understandings:</b><br/>                     a. Creativity and innovative thinking are essential life skills that can be developed.<br/>                     b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><b>1 Essential Questions:</b><br/>                     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?<br/>                     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?</p>   |   |
| Standard  | Student Friendly Language   |
| <p><b>VA:4.Cr1.a</b> Independently <b>brainstorm</b> multiple approaches to solve a creative art or design problem.</p>   | <p>a. I am learning to brainstorm multiple approaches to solve a creative art or design problem.</p>  |
| <p><b>VA:4.Cr1.b</b> Collaboratively set goals and create <b>artwork</b> that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).</p>  | <p>b. I am learning to collaboratively set goals and create artwork that is meaningful and has purpose.</p>   |
| <p><b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.<br/> <b>Enduring Understandings:</b><br/>                     a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.<br/>                     b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks.<br/>                     c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b>2 Essential Questions:</b><br/>                     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?<br/>                     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?<br/>                     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?</p> |   |
| <p><b>VA:4.Cr2.a</b> Develop technical skills and explore <b>art-making approaches</b> (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).</p>  | <p>a. I am learning to develop my technical skills and explore artmaking processes.</p>   |
| <p><b>VA:4.Cr2.b</b> When making works of art, utilize and care for <b>materials</b>, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of <b>image ownership</b>.</p>  | <p>b1. I am learning to use all art materials and tools safely and responsibly.<br/>                     b2. I am learning to follow copyright laws when sharing or posting works of art to the internet.</p> |
| <p><b>VA:4.Cr2.c</b> Describe, and visually represent regional <b>constructed environments</b> (such as school, playground, park, street, or store).</p>  | <p>c. I am learning to describe how people interact with art created for their community.</p>   |
| <p><b>Anchor Standard:</b> Cr3 Refine and complete artistic work.<br/> <b>Enduring Understanding:</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b>3 Essential Questions:</b> 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</p>  |   |

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| experience it more completely?   |  |
| <b>VA:4.Cr3.a</b> Revise <b>artwork</b> 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. |

## Visual Arts – Grade 4

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

**Anchor Standard:** Pr4 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.

**Essential Questions:** 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  |
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| <b>VA:4.Pr4.a</b> Analyze how past, present, and emerging <b>technologies</b> have impacted the presentation of <b>artwork</b> (such as photographic/digital reproductions, posters, postcards, printouts, photocopies, etc.). | a. I am learning to analyze historical, current, and future possibilities for presenting and reproducing works of art. |

**Anchor Standard:** Pr5 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.

**Essential Questions:** 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?

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| <b>VA:4.Pr5.a</b> 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 <b>digital formats</b> , etc.). | a. I am learning to analyze various processes to present and protect works of art. |
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**Anchor Standard:** Pr6 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.

**Essential Questions:** 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?

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| <b>VA:4.Pr6.a</b> Compare purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other <b>venues</b> (such as school lobbies, bulletin boards, local businesses, etc.). | a. I am learning to compare the various reasons for exhibiting art in different locations and spaces. |
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## Visual Arts – Grade 4

### Responding - Understanding and evaluating how the arts convey meaning.

**Anchor Standard:** Re7 Perceive and analyze artistic work.

**Enduring Understandings:**

- 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 Questions:**

- 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  |
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| <p><b>VA:4.Re7.a</b> Use art-specific vocabulary to compare responses to a work of art before and after working in similar <b>media</b>.</p>   | <p>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.</p> |
| <p><b>VA:4.Re7.b</b> Analyze components (such as elements and principles in modern art, visual traditions of various indigenous peoples, etc.) in <b>imagery</b> that convey messages.</p> | <p>b. I am learning to analyze art, using the elements and principles of art, when viewing art that communicates a message.</p>                  |

**Anchor Standard:** Re8 Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

8

**Essential Questions:** 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?

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| <p><b>VA:4.Re8.a</b> Interpret art by referring to contextual information and by analyzing relevant subject matter, use of <b>media</b>, and elements and principles or artistic norms of the culture within which the <b>artwork</b> is made.</p> | <p>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.</p> |
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**Anchor Standard:** Re9 Apply criteria to artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

9

**Essential Questions:** 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?

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| <p><b>VA:4.Re9.a</b> Evaluate an <b>artwork</b> based on given <b>criteria</b> (such as realism, usefulness, expressiveness, formal excellence, craftsmanship, etc.).</p> | <p>a. I am learning to evaluate an artwork based on a provided set of standards.</p> |
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**Visual Arts – Grade 4**

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

**10** **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.  
**Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.  
**Essential Questions:** 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?

| Standard  | Student Friendly Language   |
|---|---|
| <p><b>VA:4.Cn10.a</b> Create a work of art that reflects community or cultural traditions.</p>  | <p>a. I am learning to create artwork based on observations of my surroundings.</p>                       |
| <p><b>11</b> <b>Anchor Standard:</b> Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.<br/> <b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.<br/> <b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> |   |
| <p><b>VA:4.Cn11.a</b> Through observation, infer information about time, place, and culture in which a work of art was created (by examining <b>genre</b> scenes, cityscapes, portraits from different eras, etc.).</p>   | <p>a. I am learning to draw conclusions about when an artwork was created by observing context clues.</p> |



**ARIZONA DEPARTMENT OF  
 EDUCATION**

## Visual Arts – Grade 5

### Creating - Conceiving and developing new artistic ideas and work.

**Anchor Standard:** Cr1 Generate and conceptualize artistic work.

**Enduring Understandings:**

- 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 Questions:**

- 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  |
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| <b>VA:5.Cr1.a</b> Combine ideas to generate an innovative idea for artmaking.   | a. I am learning to combine ideas to create an original concept for art making.                                |
| <b>VA:5.Cr1.b</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. | a. I am learning to explore a variety of methods before choosing a media or technique to create a work of art. |

**Anchor Standard:** Cr2 Organize and develop artistic ideas and work.

**Enduring Understandings:**

- 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.

2

**Essential Questions:**

- 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?

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| <b>VA:5.Cr2.a</b> 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. | a. I am learning to develop skills in multiple art-making techniques and experiment with different approaches. |
| <b>VA:5.Cr2.b</b> Demonstrate quality craftsmanship through care for and use of <b>materials</b> , tools, and equipment.   | b. I am learning to demonstrate quality craftsmanship through careful use of materials, tools, and equipment.  |
| <b>VA:5.Cr2.c</b> 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.               |

**Anchor Standard:** Cr3 Refine and complete artistic work.

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

3

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

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| <p><b>VA:5.Cr3.a</b> Create an <b>artist statement</b> using art vocabulary to describe personal choices in artmaking.</p> | <p>a. I am learning to create an artistic statement using art vocabulary to describe personal choices in my artwork.</p> |
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## Visual Arts – Grade 5

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

**Anchor Standard:** Pr4 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.

**Essential Questions:** 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  |
|---|--|
| <p><b>VA:5.Pr4.a</b> Define the roles and responsibilities of museum professionals (such as museum educator, <b>curator</b>, security guard, conservator, docent, exhibition designer, etc.); explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and <b>artwork</b>.</p> | <p>a1. I am learning to define the roles and responsibilities of museum professionals.</p> <p>a2. I am learning to explain the skills and knowledge needed to maintain and present works of art and artifacts.</p> |

**Anchor Standard:** Pr5 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.

**Essential Questions:** 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?

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| <p><b>VA:5.Pr5.a</b> Develop a logical argument for safe and effective use of <b>materials</b> and techniques for preparing and presenting <b>artwork</b> (such as debating or writing about the care and transportation of personal <b>artwork</b>, care of family heirlooms, unprotected Native American petroglyphs, etc.).</p> | <p>a. I am learning to develop a logical reason for safe and effective use of materials and techniques for preparing and presenting artwork.</p> |
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**Anchor Standard:** Pr6 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.

**Essential Questions:** 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?

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| <p><b>VA:5.Pr6.a</b> Cite evidence about how an exhibition in a museum or other <b>venue</b> (such as school lobby, bulletin board, local business, etc.) presents ideas and provides information about a specific concept or topic.</p> | <p>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.</p> |
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## Visual Arts – Grade 5

### Responding - Understanding and evaluating how the arts convey meaning.

**Anchor Standard:** Re7 Perceive and analyze artistic work.

**Enduring Understandings:**

- 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.

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**Essential Questions:**

- 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  |
|--|--|
| <p><b>VA:5.Re7.a</b> Use art-specific vocabulary to compare how <b>artworks</b> made in different cultures reflect the times and places in which they were made.</p>   | <p>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</p>   |
| <p><b>VA:5.Re7.b</b> Identify and analyze cultural associations suggested by <b>visual imagery</b> (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.).</p>   | <p>b. I am learning to identify and analyze cultural connections suggested by visual imagery.</p>  |
| <p><b>Anchor Standard:</b> Re8 Interpret intent and meaning in artistic work.</p> <p><b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b>8 Essential Questions:</b> 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> |  |
| <p><b>VA:5.Re8.a</b> 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 <b>artwork</b>.</p>   | <p>a. I am learning to distinguish between relevant and non-relevant background information to support an interpretation of the meaning of that artwork.</p> |
| <p><b>Anchor Standard:</b> Re9 Apply criteria to artistic work.</p> <p><b>Enduring Understanding:</b> People evaluate art based on various criteria.</p> <p><b>9 Essential Questions:</b> 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><b>VA:5.Re9.a</b> Recognize differences in <b>criteria</b> used to evaluate works of art depending on <b>styles</b> (such as Cubist, Anasazi, Harlem Renaissance, etc.), <b>genres</b> (such as portrait, still life, landscape, etc.), and <b>media</b>.</p>   | <p>a. I am learning to recognize differences in criteria used to evaluate works of art depending on styles, types, and media.</p>                            |

## Visual Arts – Grade 5

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

**10** **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.  
**Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.  
**Essential Questions:** 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?

| Standard   | Student Friendly Language   |
|--|---|
| <p><b>VA:5.Cn10.a</b> Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.</p> | <p>a. I am learning to create original work that reflects or is inspired by nature or manmade environments.</p> |

**11** **Anchor Standard:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  
**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.  
**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

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|--|---|
| <p><b>VA:5.Cn11.a</b> 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 <b>image</b> can be persuasive, etc.).</p> | <p>a. I am learning to identify how art is used to communicate or change beliefs, values, or behaviors of an individual or society.</p> |
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