

Arizona Arts Standards



Visual Arts 6-8

Student-Friendly-Language
Learning Intentions

2022

Visual Arts – Grade 6

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

VA:6.Cr1.a Combine **concepts collaboratively** to generate innovative ideas for creating art.

a. I am learning to collaboratively combine ideas to create new concepts for art making.

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).

b. I am learning to show what is important to me, and about me, in my artwork.

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?

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.

a. I am learning to be open to new ideas in multiple techniques and materials when making artwork.

VA:6.Cr2.b Explain standards of craftsmanship, environmental implications of conservation, care, and clean-up of art **materials**, tools, and equipment.

b. I am learning to explain the standards of craftsmanship, the use of materials, tools, and equipment and the impact they have on the environment.

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.

c. I am learning to design or redesign objects or places to meet the identified needs of diverse people.

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?	
VA:6.Cr3.a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	a. I am learning to reflect on whether personal artwork conveys the intended meaning and to revise accordingly.

Visual Arts – Grade 6

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

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?

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.).	a. I am learning to, individually or collaboratively, develop a visual plan for displaying 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?

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.	a. I am learning to assess, explain, and provide evidence of how museums or other venues reflect the history and values of a community
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Visual Arts – Grade 6

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
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.	a. I am learning to use art-specific vocabulary to identify how art made in different cultures reveal the lives and values of the people living at that time and place.
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).	b. I am learning to analyze how the visual characteristics and cultural relevance of an image influences ideas, emotions, and actions of the viewer.

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?

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.	a. I am learning to analyze how elements and principles, visual characteristics, context, subject matter, and art media usage support an interpretation of the ideas and mood conveyed in an artwork.
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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?

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.	a. I am learning to develop and apply relevant historical and cultural criteria to evaluate a work of art.
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Visual Arts – Grade 6

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>VA:6.Cn10.a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p>	<p>a. I am learning to generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking</p>

11 **Anchor Standard:** 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?

<p>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).</p>	<p>a. I am learning to analyze how art reflects changing times, traditions, resources, and cultural uses.</p>
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**ARIZONA DEPARTMENT OF
EDUCATION**

Visual Arts – Grade 7

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
<p>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.).</p>	<p>a. I am learning to apply strategies to overcome creative blocks.</p>
<p>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.</p>	<p>b. I am learning to develop criteria to guide making a work of art or design to meet a specific goal.</p>
<p>Anchor Standard: Cr2 Organize and develop artistic ideas and work.</p> <p>Enduring Understandings:</p> <ol style="list-style-type: none"> a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. <p>Essential Questions:</p> <ol style="list-style-type: none"> a. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or designs that effectively communicate? 	
<p>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.</p>	<p>a. I am learning to demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art.</p>
<p>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.</p>	<p>b1. I am learning to use art tools, materials, and processes to create art with quality craftsmanship.</p> <p>b2. I am learning to be responsible about how I post and share images on the internet.</p>
<p>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.</p>	<p>c. I am learning to organize the imagery of my artwork to communicate specific information and ideas.</p>

<p>3 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. 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?</p>	
<p>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).</p>	<p>a. I am learning to reflect on and explain important information about personal artwork in an artist statement.</p>

Visual Arts – Grade 7

Presenting - Realizing artistic ideas and work through interpretation and presentation.	
<p>4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance. 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?</p>	
Standard	Student Friendly Language
<p>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.).</p>	<p>a. I am learning to compare how technologies have changed the way artwork is presented and experienced.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. 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?</p>	
<p>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.).</p>	<p>a. I am learning to use criteria to analyze and evaluate methods for preparing and presenting artworks in an exhibition.</p>
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. 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?</p>	
<p>VA:7.Pr6.a Analyze how preservation and security measures can affect viewing and experiencing art.</p>	<p>a. I am learning to analyze how preservation and security measures can affect how art is viewed and experienced.</p>

Visual Arts – Grade 7

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
<p>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.</p>	<p>a. I am learning to explain how the location of artworks/artifacts influence how they are perceived and valued.</p>
<p>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.).</p>	<p>b. I am learning to analyze multiple ways that images influence specific audiences.</p>
<p>Anchor Standard: Re8 Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>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?</p>	
<p>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.</p>	<p>a. I am learning to point out evidence from an artwork and evidence from the context to support an interpretation of the mood, message, or meaning of that artwork.</p>
<p>Anchor Standard: Re9 Apply criteria to artistic work.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>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?</p>	
<p>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).</p>	<p>a. I am learning to compare and explain the difference between an evaluation of an artwork based on criteria I develop, and an evaluation of an artwork based on a set of criteria created by art specialists</p>

Visual Arts – Grade 7

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
VA:7.Cn10.a Make art inspired by community art and/or by art made by local artists.	a. I am learning to make art inspired by community art and/or by art made by local artists.

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?

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.).	a. I am learning to analyze how my response to art is influenced by understanding the time and place in which it was created, the available resources and its cultural uses.
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**ARIZONA DEPARTMENT OF
EDUCATION**

Visual Arts – Grade 8

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
<p>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.).</p>	<p>a. I am learning to show how I plan my creative process with images or words in traditional or new media.</p>
<p>VA:8.Cr1.b Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.</p>	<p>b. I am learning to collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.</p>

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?

<p>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.</p>	<p>a. I am learning to take risks to try new ideas, themes, meanings, and approaches that emerge in the process of artmaking or designing.</p>
<p>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.</p>	<p>b. I am learning to use tools and materials in a way that demonstrates awareness of practices, issues, and ethics of appropriations as they apply to creating works of art and design.</p>
<p>VA:8.Cr2.c Select, organize, and design images and words to make visually clear and compelling presentations.</p>	<p>c. I am learning to select, organize, and design images and words to make them visually clear and interesting.</p>

<p>3 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. 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?</p>	
<p>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.</p>	<p>a. I am learning to apply relevant criteria to examine, reflect on, and plan revisions for a work of art in progress.</p>

Visual Arts – Grade 8

Presenting - Realizing artistic ideas and work through interpretation and presentation.	
<p>4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance. 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?</p>	
Standard	Student Friendly Language
<p>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.).</p>	<p>a. I am learning to develop and apply criteria for evaluating a collection of artworks for presentation.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. 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?</p>	
<p>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.</p>	<p>a. I am learning to collaboratively prepare and present selected theme-based artwork for display and create exhibition narratives for the viewer.</p>
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. 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?</p>	
<p>VA:8.Pr6.a Analyze how the choice of what art or design to preserve reflects the values of the community.</p>	<p>a. I am learning to analyze how the choice of what art or design is publicly preserved and displayed reflects the values of the community</p>

Visual Arts – Grade 8

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
<p>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.</p>	<p>a. I am learning to recognize and explain how artists' design choices are influenced by the culture and environment in which they live.</p>
<p>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.</p>	<p>b. I am learning to compare and contrast situations or media in which viewers encounter images that influence ideas, emotions, and actions.</p>
<p>Anchor Standard: Re8 Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>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?</p>	
<p>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.</p>	<p>a. I am learning to create arguments, using visual evidence and published information, to support an evaluation of an artwork or the artist who made it.</p>
<p>Anchor Standard: Re9 Apply criteria to artistic work.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>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?</p>	
<p>VA:8.Re9.a Create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources.</p>	<p>a. I am learning to create an argument to support an evaluation of an artwork by citing both primary and secondary sources.</p>

Visual Arts – Grade 8

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
VA:8.Cn10.a Make art collaboratively to reflect on and reinforce positive aspects of group identity.	a. I am learning to make art collaboratively to reflect on and reinforce positive aspects of group identity.

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?

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.).	a. I am learning to recognize different ways art is used to represent. b. and reflect group identity.
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**ARIZONA DEPARTMENT OF
 EDUCATION**