North Dakota Visual Arts Content Standards

Grades K-12

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Visual Arts Introduction

The North Dakota visual arts content standards articulate the knowledge and activities that students should know and be able to do related to the visual arts. Framed within the processes of creating, performing, responding and connecting, the visual arts standards use the same eleven anchor standards consistent with all the arts standards, but specific to the visual arts. Along with understandings of the tradition of the visual arts as a human expression through history and across cultures, the standards include understandings of the various media, techniques, and processes. Drawing, painting, sculpture, printmaking, ceramics, photography and the other areas of the visual arts are addressed.

The visual arts standards, as the other standards, were developed, under the guidance of the State Superintendent, with technical assistance from McRel International, and by a diverse team of North Dakota educators composed of representation from elementary, secondary and higher education.

The purpose of the standards is to provide a framework from which educators, community members, and stakeholders of North Dakota can support and implement the arts into the curriculum for kindergarten through twelfth-grade students. The interest of the team was to develop a working document that would both serve to articulate expectations for learning, but also to initiate collaborations among those involved with the education of the state's youth. Their intended use is for all those involved in the education and support of young people, whether they are art teachers, classroom teachers, visual arts professionals or other stakeholders involved in the arts.

Basic to the development of the standards is an understanding of the importance the arts serve in being human. As young people in North Dakota explore their world through the various academic disciplines in formal and informal education, the arts must be an integral element. The arts serve as a vehicle for understanding the other disciplines, inform them and allow children and youth to express themselves and their learning in ways that go beyond the traditional modes of testing. As we move towards goals of greater freedom of expression and innovation in education in North Dakota, the arts can be a guiding light for all content areas. They can be a thread that creates cohesion and meaning and ties content areas together.

Essential components to standards for the arts is an understanding of artistic literacy. Artistic literacy is the knowledge and understanding required to participate authentically in the arts. It involves the ability to create, perform, produce, present and respond in the different content areas. It involves an understanding of the artistic processes that go deeper as knowledge and experience increases.

While the overall goal of the committee was to articulate the essential elements of what North Dakota children and youth should know and be able to do related to the arts, exemplary standards from other states, the National Coalition for Core Arts Standards, along with the previous North Dakota standards were used in the review process. Research, best practice, and educational legislation was considered in the review process. The document was also further revised through a public review process, allowing for input from a broader group of citizens and individuals interested in the arts and education.

The standards include anchor standards that express overall expectations across grade level with performance standards articulated by grade level. The anchor standards are clustered around the processes of:

- Creating
- Performing/Presenting/Producing
- Responding
- Connecting

Each Anchor Standard includes Enduring Understandings and Essential Questions that address important concepts and ideas implicit in the standards.

Performance standards articulate the anchor standards from kindergarten through eighth grade with three levels for high school. Although the progression of standards is set up in a linear manner, once the standards reach the high school level, they are not course-based, but rather skill based.

The document also includes a glossary, which is indicated by being underlined and bold font.

Key Features of this Document

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. These processes define and organize the link between the art and the learner. The arts processes are Create, Perform/Produce/Present, Respond, and Connect.

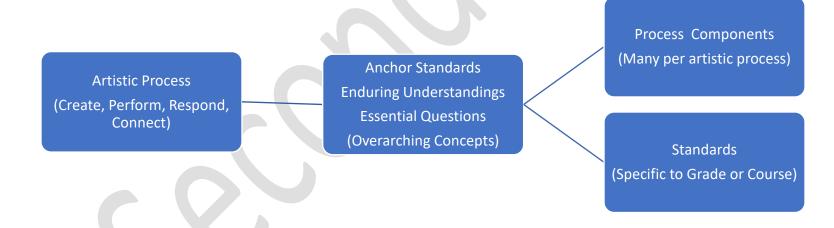
Anchor Standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

Enduring Understandings are statements summarizing important ideas and processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Enduring understandings should also enable students to make connections to other disciplines beyond the arts

Essential Questions guide students as they uncover enduring understandings. They are questions that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them. Therefore, essential questions should recur over the years to promote conceptual connections and curriculum coherence.

Process Components are the actions artists carry out as they complete each artistic process. These play a key role in generating enduring understandings and grade/course standards.

Standards are discipline-specific (dance, media arts, music, visual arts, theatre), grade-by-grade or course-by-course articulations of student achievement.





Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists use creativity, collaboration, and innovative thinking in developing essential life skills while pursuing creative art making goals.

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:Crl.K	VA:Cr1-1	VA:Cr1.2	VA:Cr1.3	VA:Cr1.4	VA:Cr1.5	VA:Cr1.6	VA:Cr1.7	VA:Cr1.8	VA:Cr1.HS1	VA:Cr1.H52	VA:Cr1.H53
	Engage in	Use observation	Brainstorm	Elaborate on an	Brainstorm	Combine	Formulate an	Apply and	Investigate and	Use multiple	Choose from a	Choose
	exploration and	and	multiple	imaginative idea	multiple	diverse	artistic	develop	document the	approaches to	range of	materials and
	imaginative	investigation in	approaches to	using resources,	approaches to	concepts and	investigation of	methods of	creative process	begin and	materials and	methods of
	play with	preparation for	art with various	tools, and	a creative art	artistic methods	personally	<u>criteria</u> to guide	visually and/or	shape creative	methods of	traditional and
3	materials in	making a work	materials and	technologies to	or design	to choose an	relevant contact	making a work	verbally in	endeavors	traditional and	contemporary
Valo	response to an	of art.	tools to explore	investigate	problem that is	approach and	and concepts for	of art.	traditional or new	using	contemporary	artistic practices
7	artistic problem.		personal	persenal ideas	relevant.	create an	creating art.		media.	contemporary	artistic practices	to visualize and
Plan				through the art		artwork.			_	art practices.	to plan works of	hypothesize to
<u>a.</u>				making process.							art and design.	generate plans
è		/ Pro	ocess	\								for ideas and
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휷		(Com	ponent	/		-/ c	de Level					are trial
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		Essential Que	etian(e).					/			Syst	tem /
				der and belowie		antholin and		,			3,3,	
						eativity and inv	rante ininting:					
			actors prevent o									
			oes collaboratio									
		How do	oes knowing the	contexts histori	ies and traditio	ms of art forms	help us create w	orks of art and c	design?			

Bold and underlined words are found in the glossary at the end of this document.

Interpreting the Standard Numbering System

Example: VA:CR1.HS3

VA = Visual Arts

CR = Artistic Process

1 = Anchor Standard

HS3 = Grade or Level

		Arts Standards	
		nd Anchor Standards Processes	
Creating Definition: Conceiving and developing new artistic ideas and work.	Performing/Presenting/ Producing Definitions: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Definition: Understanding and evaluating how the arts convey meaning.	Connecting Definition: Relating artistic ideas and work with personal meaning and external context.
		Standards	
Students will:	Students will:	Students will:	Students will:
Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	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.

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists use creativity, collaboration, and innovative thinking in developing essential life skills while pursuing creative art making goals.

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:Cr1.K	VA:Cr1.1	VA:Cr1.2	VA:Cr1.3	VA:Cr1.4	VA:Cr1.5	VA:Cr1.6	VA:Cr1.7	VA:Cr1.8	VA:Cr1.HS1	VA:Cr1.HS2	VA:Cr1.HS3
	Engage in	Use observation	<u>Brainstorm</u>	Elaborate on an	<u>Brainstorm</u>	Combine	Formulate an	Apply and	Investigate and	Use multiple	Choose from a	Choose
	exploration and	and	multiple	imaginative idea	multiple	diverse	<u>artistic</u>	develop	document the	approaches to	range of	materials and
	<u>imaginative</u>	investigation in	approaches to	using resources,	approaches to	concepts and	investigation of	methods of	creative process	begin and	materials and	methods of
	play with	preparation for	art with various	tools, and	a creative art	artistic <u>methods</u>	personally	criteria to guide	visually and/or	shape creative	methods of	traditional and
<u>8</u>	materials in	making a work	materials and	technologies to	or design	to choose an	relevant content	making a work	verbally in	endeavors	traditional and	contemporary
Make	response to an	of art.	tools to explore	investigate	problem that is	approach and	and concepts for	of art.	traditional or new	using	contemporary	artistic practices
_	artistic problem.		personal	personal ideas	relevant.	create an	creating art.		<u>media</u> .	contemporary	artistic practices	to visualize and
₩			interests or	through the <u>art</u>		<u>artwork</u> .				art practices.	to plan works of	hypothesize to
Plan			design problem.	making process.							art and design.	generate plans
١												for ideas and
stigate												themes for
.50												creating art that
est												can affect social
Ž												change.

Essential Question(s):

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?

How does knowing the contexts histories and traditions of art forms help us create works of art and design?

Anchor Standard #2: Organize and develop artistic ideas and work.

Enduring Understandings:

- A. Artists use the <u>elements of art</u> and <u>principles of design</u> to experiment with forms, structures, materials, concepts, media, and art making processes.
- B. Artists balance experimentation and 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 and communities.

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Grade 7 Standard	Grade 8 Standard	HS Level 1 Standard	HS Level 2 Standard	HS Level 3 Standard
	VA:Cr2.K	VA:Cr2.1	VA:Cr2.2	VA:Cr2.3	VA:Cr2.4	VA:Cr2.5	VA:Cr2.6	VA:Cr2.7	VA:Cr2.8	VA:Cr2.HS1	VA:Cr2.HS2	VA:Cr2.HS3
	Create art that	Explore uses	Experiment with	Create artwork	Apply research	Experiment	<u>Design</u> or	Demonstrate	Demonstrate a	Engage in	Design or	Experiment,
	represents	of materials ,	various	using a variety	to art making	and develop	redesign	persistence in	willingness to	making a	redesign projects	plan, and
	natural and	tools, and	materials, tools	of artistic	for the purpose	skills in	objects, places,	developing skills	innovate, and	spontaneous	in response to	demonstrate
	constructed	everyday	and/or	processes and	of	multiple art	or systems that	with various	take risks to	work of art	contemporary	works of art that
	<u>environments</u>	objects to	repurpose	materials by	communicating	techniques	communicate	materials,	develop ideas,	that may	issues that	explore
	through	create works	objects to	constructing	about	and	needs of diverse	methods, and	that emerge in	transform the	demonstrate an	meaningful ideas
	experimentation,	of art.	explore	representations,	constructed	approaches	users while	approaches in	the process of art	perception and	awareness of	and themes
te	build skills in		personal	diagrams, or	environments.	through	trying new	creating works of	while considering	experience of a	ethical	which enhance,
ga	various <u>media</u>		interests in a	maps of places		personal	ideas,	art that clearly	fair use,	particular	implications of	or show how
sti	and approaches		work of art or	that are part of		observations.	materials,	communicates	intellectual	place and its	making and	some works
Š	to art making.		design.	everyday life.			methods, and	information or	property, and	impact on the	distributing	inhibit or
<u> </u>							approaches.	ideas.	copyrights.	environment.	creative works.	empower
												people's lives.

Essential Question(s):

How do artists learn from trial and error?

What safety concerns and responsibilities come with the freedom to create?

How do artists determine whether a particular direction in their work is effective?

How do artists create works of art that effectively communicate through the use of the elements and principles of design?

How do artists determine goals for designing or redesigning objects, places, or systems?

Anchor Standard #3: Refine and complete artistic work.

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

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:Cr3.K	VA:Cr3.1	VA:Cr3.2	VA:Cr3.3	VA:Cr3.4	VA:Cr3.5	VA:Cr3.6	VA:Cr3.7	VA:Cr3.8	VA:Cr3.HS1	VA:Cr3.HS2	VA:Cr3.HS3
	Explain the	Use art	Discuss and	Elaborate on	Revise <u>artwork</u>	Create artist	Reflect on	Reflect on and	Apply relevant	Apply relevant	Engage in	Reflect on, re-
	artistic process	vocabulary to	reflect with peers	artwork by	in progress on	statements	whether	explain important	criteria to	criteria from	constructive	engage, revise,
a)	while making art.	describe	about choices	adding details	the basis of	using art	personal	information about	examine, reflect	traditional and	<u>critique</u> with	and refine works
Jue		choices while	made in creating	to enhance	insights gained	vocabulary to	artwork	personal artwork	on, and plan	contemporary	peers, then	of art or design
ntin		creating art.	artwork.	meaning.	through	describe	conveys the	in an <u>artist</u>	revisions for a	<u>cultural</u>	reflect on, re-	considering
l Ö					discussion.	personal	intended	statement or	work of art or	contexts to	engage, revise,	relevant
Ÿ						choices in	meaning and	another format.	design in progress.	examine,	and refine works	traditional and
ဉ						making art.	revise			reflect on, and	of art and design	contemporary
Refine							accordingly.			plan revisions	in response to	as well as
8										for works of	personal artistic	personal artistic
<u> </u>										art and design	vision.	vision.
GC										in progress.		
\eflect												

Essential Question(s):

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?

Visual Arts ~ Presenting

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.

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.

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:P4.K	VA:P4.1	VA:P4.2	VA:P4.3	VA:P4.4	VA:P4.5	VA:P4.6	VA:P4.7	VA:P4.8	VA:P4.HS1	VA:P4.HS2	VA:P4.HS3
	Select art	Explain why	Categorize	Investigate and	Describe how	Define the roles	Find similarities	Compare and	Develop and apply	Analyze, select,	Analyze, select,	Critique, justify,
	objects for	some objects,	artwork based	discuss	past, present,	and	and differences	contrast how	<u>criteria</u> for	and <u>curate</u>	and critique	and present
	personal	artifacts, and	on a theme or	possibilities and	and emerging	responsibilities of	associated with	technologies have	evaluating a	artifacts	personal artwork	choices in the
	portfolio and	artwork are	concept for an	limitations of	technologies	a curator,	preserving and	changed the way	collection of	and/or	for a collection or	process of
	display,	valued	exhibit.	spaces,	impact the	explaining the	presenting two-	artwork is	artwork for	artworks for	<u>portfolio</u>	analyzing,
	explaining why	differently by		including	preservation	skills and	dimensional,	preserved,	presentation.	presentation	presentation and	selecting,
	they were	different		electronic, for	and	knowledge	three-	presented, and		and discuss	preservation.	curating, and
Select	chosen.	audiences.		exhibiting	presentation	needed in	dimensional,	experienced.		preservation.		presenting and
ele				artwork.	of artwork .	preserving,	and <u>digital</u>					preserving
S						maintaining, and	format artwork.					artwork for a
						presenting						specific exhibit
						objects, artifacts,						or event.
						and <u>artwork</u> .						

Essential Question(s):

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?

Visual Arts ~ Presenting

Anchor Standard #5: 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 when deciding if and how to preserve and protect it.

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:P5.K Explain the	VA:P5.1 Ask and answer	VA:P5.2 Describe	VA:P5.3 Identify exhibit	VA:P5.4 Analyze the	VA:P5.5 Develop a	VA:P5.6 Individually or	VA:P5.7 Based on criteria,	VA:P5.8 Analyze and	VA:P5.HS1 Collaboratively	VA:P5.HS2 Evaluate, select,	VA:P5.HS3 Investigate,
	purpose of a	questions such as	different	space and	various	logical	<u>collaboratively</u> ,	evaluate	evaluate the	prepare and	and apply	compare, and
	portfolio or collection.	where, when, why, and how	materials or artistic	prepare works of art including	considerations for presenting	argument for the safe and	develop a plan for displaying	methods for preparing and	reasons and ways an exhibition is	present selected theme-	methods or processes	contrast methods for
		artwork should be prepared for	techniques for preparing	artists' statements,	and protecting art in various	effective use of materials and	works of art, analyzing exhibit	presenting art.	presented.	based <u>artwork</u> for display, and	appropriate to display artwork	<pre>preserving and protecting art.</pre>
a)		presentation or	artwork for	for	locations, indoor	techniques for	space, the needs			formulate	in a specific	protecting art.
Analyze		preservation.	presentation.	presentation.	or outdoor settings, in	preparing and presenting	of the viewer, and the layout of			exhibition narratives for	place.	
Ana					temporary or	artwork.	the exhibit.			the viewer.		
					permanent forms, and in							
					physical or <u>digital</u>							
					<u>formats</u> .							

Essential Question(s):

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?

Visual Arts ~ Presenting

Anchor Standard #6: 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.

K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Grade 7 Standard	Grade 8 Standard	HS Level 1 Standard	HS Level 2 Standard	HS Level 3 Standard
VA:P6.K Explain what an art museum is and how it differs from other buildings.	VA:P6.1 Identify the roles and responsibilities of employees and visitors of museums and other art venues.	VA:P6.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	VA:P6.3 Explain how and where different cultures record and illustrate stories and history through art.	VA:P6.4 Compare and contrast purposes of art museums, galleries, and other venues, with the types of experiences they provide.	VA:P6.5 Cite evidence as to how an exhibit in an art museum or other venue communicates a specific message.	VA:P6.6	VA:P6.7 Compare and contrast viewing and experiencing collections and exhibitions in different venues.	VA:P6.8 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	VA:P6.HS1 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.	VA:P6.HS2 Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	VA:P6.HS3 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Essential Question(s):

What is an art museum?

How does the 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?

Visual Arts ~ Responding

Anchor Standard #7: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:R7.K	VA:R7.1	VA:R7.2	VA:R7.3	VA:R7.4	VA:R7.5	VA:R7.6	VA:R7.7	VA:R7.8	VA:R7.HS1	VA:R7.HS2	VA:R7.HS3
	Identify uses of	Select and	Describe visual	Speculate	Compare and	Compare one's	Explain how a	Compare and	Analyze how the	Hypothesize	Evaluate the	Investigate how
	art within one's	describe	characteristics	about	analyze	own	person's	contrast contexts	method of display,	and analyze	effectiveness	responses to art
	personal	artwork that	and expressive	processes an	responses to	interpretation of	aesthetic choices	and media in	location, and	ways in which	of an <u>image</u> or	develop over
	environment.	illustrates daily	properties of	artist uses to	a work of art	a work of art	are influenced by	which viewers	viewer's	visual imagery	images to	time based on
		life comparing	the natural	create a work	before and	with the	culture, people's	encounter images	experiences	influences	influence	knowledge of
		different	world and	of art and the	after working	interpretation of	emotions, ideas,	that influence	influence how of an	perception and	ideas, feelings,	and experience
رة		images that	constructed	message	in similar	others taking into	and	ideas, emotions,	artwork is	understanding	and behaviors	with art and life.
eive		represent the	environments.	behind the	media.	consideration	environment.	and actions.	perceived and	of cultural	of specific	
erc		same subject.		image.		other cultures.			valued.	experiences.	audiences.	

Essential Question(s):

What is an image?

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?

Where and how do we encounter images in our world?

How do images influence our views of the world?

Visual Arts ~ Responding

Anchor Standard #8: Interpret intent and meaning in artistic work.

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

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:R8.K	VA:R8.1	VA:R8.2	VA:R8.3	VA:R8.4	VA:R8.5	VA:R8.6	VA:R8.7	VA:R8.8	VA:R8.HS1	VA:R8.HS2	VA:R8.HS3
	Identify subject	Categorize	Describe the	Discuss the use	Interpret art	Interpret art by	Interpret art by	Interpret art by	Interpret art by	Interpret an	Identify types	Analyze differing
	matter and	subject matter	mood suggested	of <u>media</u> to	by referring to	analyzing	distinguishing	analyzing art	analyzing how the	artwork or	of contextual	interpretations
	details in the	and identify	by a work of art.	create subject	contextual	characteristics of	between relevant	making processes,	interaction of	collection of	information	of an artwork or
	artwork.	characteristics		matter,	information	<u>form</u> and	and non-relevant	the characteristics	subject matter,	works,	useful in the	collection of
		of a work of		characteristics	and analyzing	structure,	contextual	of form and	characteristics of	supported by	process of	works in order
		art.		of form, and	relevant	contextual	information and	structure, relevant	form and structure,	relevant and	constructing	to select and
				mood in a	subject	information,	analyzing subject	contextual	use of media , art	sufficient	interpretations	defend a
				work of art.	matter,	subject matter,	matter,	information,	making processes,	evidence found	of an <u>artwork</u>	plausible critical
ze,					characteristics	visual <u>elements</u> ,	characteristics of	subject matter,	and relevant	in the work and	or collection of	analysis.
Analyze					of form, and	and use of media	form and	and use of media	contextual	its various	works.	
Ĩ					use of media .	to identify ideas	structure, and	to identify ideas	information	contexts.		
_						and mood	use of <u>media</u> to	and mood	contributes to			
						conveyed.	identify ideas and	conveyed.	understanding			
							mood conveyed.		messages or ideas			
									and mood			
									conveyed.			

Essential Question(s):

How can the viewer "read" a work of art as text?

What is the value of engaging in the process of art criticism?

How does knowing and using visual art vocabularies help us understand and interpret works of art?

Visual Arts ~ Responding

Anchor Standard #9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:R9.K	VA:R9.1	VA:R9.2	VA:R9.3	VA:R9.4	VA:R9.5	VA:R9.6	VA:R9.7	VA:R9.8	VA:R9.HS1	VA:R9.HS2	VA:R9.HS3
	Explain reasons	Classify	Use learned art	Evaluate an	Apply one set	Recognize	Develop and	Compare and	Create a convincing	Establish	Determine the	Construct
	for selecting a	artwork based	vocabulary to	artwork based	of criteria to	differences in	apply <u>relevant</u>	contrast an	and logical	relevant criteria	relevance of	evaluations of a
	preferred	on different	express	on given	evaluate	criteria used to	criteria to	evaluation of an	argument to	in order to	<u>criteria</u> used	work of art or
	artwork.	reasons for	preferences	<u>criteria</u> .	more than	evaluate works	evaluate a work	artwork based on	support an	evaluate a work	by others to	collection of
		preferences.	about the		one work of	of art depending	of art.	personal criteria	evaluation of art.	of art or	evaluate a	works based on
et			<u>artwork</u> .		art.	on <u>styles</u> , <u>genres</u> ,		and established		collection of	work of art or	differing sets of
rpre						and <u>media</u> as		<u>criteria</u> .		works.	collection of	<u>criteria</u> .
er						well as historical					works.	
Inte						and <u>cultural</u>						
_						contexts.						

Essential Question(s):

How and why might criteria vary?

How does one determine criteria to evaluate a work of art?

How is a personal preference different from an evaluation?

Visual Arts ~ Connecting

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through making art, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:Cn10.K	VA:Cn10.1	VA:Cn10.2	VA:Cn10.3	VA:Cn10.4	VA:Cn10.5	VA:Cn10.6	VA:Cn10.7	VA:Cn10.8	VA:Cn10.HS1	VA:Cn10.HS2	VA:Cn10.HS3
	Create art that	Identify	Create works of	Develop a work	Create works of	Apply formal	Generate a	Discuss and	Make art	Document the	Utilize inquiry	Synthesize
	tells a story	opportunities	art about events	of art based on	art that reflect	and and	collection of	investigate places	collaboratively	process of	methods of	knowledge of
	about a	and reasons	in home, school,	observations of	community	conceptual	ideas reflecting	and times in which	to reflect on	developing	observation,	social, cultural,
	personal	students make	or community	surroundings.	<u>cultural</u>	vocabularies	current	people gather to	and reinforce	ideas from early	research, and	historical, and
-	experience.	art outside of	life.		traditions.	of art and	interests and	make and	positive aspects	stages to fully	experimentation	personal life
size		school.				design to view	concerns that	experience art or	of group	elaborated	to explore	with art making
es						surroundings	could be	design in the	identity.	ideas.	unfamiliar	processes to
the						in new ways	investigated in	community.			subjects through	create
Syn						through	making art.				art making.	meaningful
0)						making art.						works of art or
												design.

Essential Question(s):

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 art-making?

Visual Arts ~ Connecting

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with an analysis of art.

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	VA:Cn11.K	VA:Cn11.1	VA:Cn11.2	VA:Cn11.3	VA:Cn11.4	VA:Cn11.5	VA:Cn11.6	VA:Cn11.7	VA:Cn11.8	VA:Cn11.HS1	VA:Cn11.HS2	VA:Cn11.HS3
	Identify a	Describe the	Compare and	Identify how	Through	Identify how	Analyze how art	Analyze how	Distinguish	Describe how	Compare uses of	Appraise the
	purpose of an	reasons that	contrast cultural	responses to art	observation,	art is used to	reflects	response to art is	different ways	knowledge of	art in a variety of	impact of an
	artwork.	people from	uses of artwork	change	infer	inform or	changing times,	influenced by	art is used to	culture,	societal, cultural,	artist or a group
		different	from different	depending on	information	change beliefs,	traditions,	understanding the	represent,	traditions, and	and historical	of artists on the
		places and	times and	knowledge of	about time,	values, or	resources, and	time and place in	establish,	history may	contexts and	beliefs, values,
a)		times have	places.	the time and	place, and	behaviors of an	cultural uses.	which it was	reinforce, and	influence	make	and behaviors of
Relate		made art.		place in which it	culture in which	individual or		created, the	reflect group	personal	connections to	a society.
le le				was made.	a work of art	society.		available resources,	identity.	responses to	uses of art in	
4					was created.			and cultural uses.		art.	contemporary	
											and local	
											contexts.	

Essential Question(s):

How does art preserve aspects of life?

How is art used to impact the views of a society?

How does art help us understand the lives of people of different times, places, and cultures?

Kindergarten Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.K Engage in exploration and imaginative play with materials in response to an artistic problem.
INVESTIGATE	VA:Cr2.K Create art that represents natural and constructed environments through experimentation, build skills in various media and approaches to art making.
REFLECT-REFINE- CONTINUE	VA:Cr3.K Explain the artistic process while making art.
Process Components	Performing
SELECT	VA:P4.K Select art objects for personal <u>portfolio</u> and display, explaining why they were chosen.
ANALYZE	VA:P5.K Explain the purpose of a portfolio or collection.
SHARE	VA:P6.K Explain what an art museum is and how it differs from other buildings.
Process Components	Responding
PERCEIVE	VA:R7.K Identify uses of art within one's personal environment.
ANALYZE	VA:R8.K Identify subject matter and details in <u>artwork</u> .
INTERPRET	VA:R9.K Explain reasons for selecting a preferred <u>artwork</u> .
Process Components	Connecting
SYNTHESIZE	VA:Cn10.K Create art that tells a story about a personal experience.
RELATE	VA:Cn11.K Identify a purpose of an <u>artwork</u> .

Bold and underlined words are found in the glossary at the end of this document. *Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Grade 1 Standard Breakdown

Process Components	Creating			
INVESTIGATE-PLAN- MAKE	VA:Cr1.1 Use observation and investigation in preparation for making a work of art.			
INVESTIGATE	INVESTIGATE VA:Cr2.1 Explore uses of materials, tools, and everyday objects to create works of art.			
REFLECT-REFINE- CONTINUE	VA:Cr3.1 Use art vocabulary to describe choices while creating art.			
Process Components	Performing			
SELECT	VA:P4.1 Explain why some objects, artifacts, and artwork are valued differently by different audiences.			
ANALYZE VA:P5.1 Ask and answer questions such as where, when, why, and how <u>artwork</u> should be prepared for presentation or <u>preservation</u> .				
SHARE	VA:P6.1 Identify the roles and responsibilities of employees and visitors of museums and other art <u>venues</u> .			
Process Components	Responding			
PERCEIVE	VA:R7.1 Select and describe artwork that illustrates daily life comparing different images that represent the same subject.			
ANALYZE	VA:R8.1 Categorize subject matter and identify characteristics of a work of art.			
INTERPRET	VA:R9.1 Classify <u>artwork</u> based on different reasons for preferences.			
Process Components	Connecting			
SYNTHESIZE	VA:Cn10.1 Identify opportunities and reasons students make art outside of school.			
RELATE	VA:Cn11.1 Describe the reasons that people from different places and times have made art.			

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Grade 2 Standard Breakdown

Process Components	Creating		
INVESTIGATE-PLAN- MAKE	VA:Cr1.2 Brainstorm multiple approaches to art with various materials and tools to explore personal interests or design problem.		
INVESTIGATE	VA:Cr2.2 Experiment with various materials, tools and/or repurpose objects to explore personal interests in a work of art or design.		
REFLECT-REFINE- CONTINUE VA:Cr3.2 Discuss and reflect with peers about choices made in creating <u>artwork</u> .			
Process Components	Performing		
SELECT	VA:P4.2 Categorize <u>artwork</u> based on a theme or <u>concept</u> for an exhibit.		
ANALYZE	VA:P5.2 Describe different materials or artistic techniques for preparing artwork for presentation.		
SHARE	VA:P6.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.		
Process Components	Responding		
PERCEIVE	VA:R7.2 Describe visual characteristics and expressive properties of the natural world and constructed environments.		
ANALYZE	VA:R8.2 Describe the mood suggested by a work of art.		
INTERPRET	VA:R9.2 Use learned art vocabulary to express preferences about <u>artwork</u> .		
Process Components	Connecting		
SYNTHESIZE	VA:Cn10.2 Create works of art about events in home, school, or community life.		
RELATE	VA:Cn11.2 Compare and contrast cultural uses of <u>artwork</u> from different times and places.		

Grade 3 Standard Breakdown

Process Components	Creating	
INVESTIGATE-PLAN- MAKE	VA:Cr1.3 Elaborate on an imaginative idea using resources, tools, and technologies to investigate personal ideas through the art making process.	
INVESTIGATE VA:Cr2.3 Create <u>artwork</u> using a variety of artistic processes and <u>materials</u> by constructing representations, diagrams, or maps of places that are part of every		
REFLECT-REFINE- CONTINUE	VA:Cr3.3 Elaborate on artwork by adding details to enhance meaning.	
Process Components	Performing	
SELECT	VA:P4.3 Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	
ANALYZE	VA:P5.3 Identify exhibit space and prepare works of art including artists' statements, for presentation.	
SHARE	VA:P6.3 Explain how and where different cultures record and illustrate stories and history through art.	
Process Components	Responding	
PERCEIVE	VA:R7.3 Speculate about processes an artist uses to create a work of art and the message behind the image.	
ANALYZE	VA:R8.3 Discuss the use of media to create subject matter, characteristics of form, and mood in a work of art.	
INTERPRET	VA:R9.3 Evaluate an artwork based on given criteria.	
Process Components	Connecting	
SYNTHESIZE	VA:Cn10.3 Develop a work of art based on observations of surroundings.	
RELATE	VA:Cn11.3 Identify how responses to art change depending on knowledge of the time and place in which it was made.	

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Grade 4 Standard Breakdown

Creating Cre		
/A:Cr1.4 Brainstorm multiple approaches to a creative art or design problem that is relevant.		
A:Cr2.4 Apply research to art making for the purpose of communicating about constructed environments.		
VA:Cr3.4 Revise <u>artwork</u> in progress on the basis of insights gained through discussion.		
erforming		
A:P4.4 Describe how past, present, and emerging technologies impact the preservation and presentation of artwork.		
'A:P5.4 Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.		
A:P6.4 Compare and contrast purposes of art museums, galleries, and other <u>venues</u> , with the types of experiences they provide.		
esponding		
A:R7.4 Compare and analyze responses to a work of art before and after working in similar media.		
'A:R8.4 Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.		
A:R9.4 Apply one set of <u>criteria</u> to evaluate more than one work of art.		
Connecting		
A:Cn10.4 Create works of art that reflect community cultural traditions.		
A:Cn11.4 Through observation, infer information about time, place, and culture in which a work of art was created.		

Grade 5 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.5 Combine diverse concepts and artistic methods to choose an approach and create an artwork.
INVESTIGATE	VA:Cr2.5 Experiment and develop skills in multiple art <u>techniques</u> and approaches through personal observations.
REFLECT-REFINE- CONTINUE	VA:Cr3.5 Create artist statements using art vocabulary to describe personal choices in making art.
Process Components	Performing
SELECT	VA:P4.5 Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in <u>preserving</u> , maintaining, and presenting objects, artifacts, and <u>artwork</u> .
ANALYZE	VA:P5.5 Develop a logical argument for the safe and effective use of <u>materials</u> and <u>techniques</u> for preparing and presenting <u>artwork</u> .
SHARE	VA:P6.5 Cite evidence as to how an exhibit in an art museum or other <u>venue</u> communicates a specific message.
Process Components	Responding
PERCEIVE	VA:R7.5 Compare one's own interpretation of a work of art with the interpretation of others taking into consideration other cultures.
ANALYZE	VA:R8.5 Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
INTERPRET	VA:R9.5 Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.5 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through making art.
RELATE	VA:Cn11.5 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Grade 6 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.6 Formulate an artistic investigation of personally relevant content and concepts for creating art.
INVESTIGATE	VA:Cr2.6 Design or redesign objects, places, or systems that communicate needs of diverse users while trying new ideas, materials, methods, and approaches.
REFLECT-REFINE- CONTINUE	VA:Cr3.6 Reflect on whether personal <u>artwork</u> conveys the intended meaning and revise accordingly.
Process Components	Performing
SELECT	VA:P4.6 Find similarities and differences associated with <u>preserving</u> and presenting two-dimensional, three- dimensional, and <u>digital format</u> <u>artwork</u> .
ANALYZE	VA:P5.6 Individually or collaboratively, develop a plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
SHARE	VA:P6.6 Explain and provide evidence of how museums or other <u>venues</u> reflect a community's history and values.
Process Components	Responding
PERCEIVE	VA:R7.6 Explain how a person's <u>aesthetic</u> choices are influenced by culture, people's emotions, ideas, and environment.
ANALYZE	VA:R8.6 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
INTERPRET	VA:R9.6 Develop and apply relevant criteria to evaluate a work of art.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in making art.
RELATE	VA:Cn11.6 Analyze how art reflects changing times, traditions, resources, and cultural uses.

Grade 7 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.7 Apply and develop methods of criteria to guide making a work of art.
INVESTIGATE	VA:Cr2.7 Demonstrate persistence in developing skills with various <u>materials</u> , <u>methods</u> , and approaches in creating works of art that clearly communicates information or ideas.
REFLECT-REFINE- CONTINUE	VA:Cr3.7 Reflect on and explain important information about personal <u>artwork</u> in an <u>artist statement</u> or another format.
Process Components	Performing
SELECT	VA:P4.7 Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
ANALYZE	VA:P5.7 Based on <u>criteria</u> , evaluate <u>methods</u> for preparing and presenting art.
SHARE	VA:P6.7 Compare and contrast viewing and experiencing collections and exhibitions in different <u>venues</u> .
Process Components	Responding
PERCEIVE	VA:R7.7 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
ANALYZE	VA:R8.7 Interpret art by analyzing art making processes, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
INTERPRET	VA:R9.7 Compare and contrast an evaluation of an <u>artwork</u> based on <u>personal criteria</u> and <u>established criteria</u> .
Process Components	Connecting
SYNTHESIZE	VA:Cn10.7 Discuss and investigate places and times in which people gather to make and experience art or design in the community.
RELATE	VA:Cn11.7 Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

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Grade 8 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.8 Investigate and document the <u>creative process</u> visually and/or verbally in traditional or new <u>media</u> .
INVESTIGATE	VA:Cr2.8 Demonstrate a willingness to innovate, and take risks to develop ideas, that emerge in the process of art while considering <u>fair use</u> , <u>intellectual</u> <u>property</u> , and <u>copyrights</u> .
REFLECT-REFINE- CONTINUE	VA:Cr3.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
Process Components	Performing
SELECT	VA:P4.8 Develop and apply <u>criteria</u> for evaluating a collection of <u>artwork</u> for <u>presentation</u> .
ANALYZE	VA:P5.8 Analyze and evaluate the reasons and ways an exhibition is presented.
SHARE	VA:P6.8 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
Process Components	Responding
PERCEIVE	VA:R7.8 Analyze how the method of display, location, and viewer's experiences influence how of an artwork is perceived and valued.
ANALYZE	VA:R8.8 Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making processes, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
INTERPRET	VA:R9.8 Create a convincing and logical argument to support an evaluation of art.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.8 Make art collaboratively to reflect on and reinforce positive aspects of group identity.
RELATE	VA:Cn11.8 Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

High School Level 1 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.HS1 Use multiple approaches to begin and shape creative endeavors using contemporary art practices.
INVESTIGATE	VA:Cr2.HS1 Engage in making a spontaneous work of art that may transform the perception and experience of a particular place and its impact on the environment.
REFLECT-REFINE- CONTINUE	VA:Cr3.HS1 Apply <u>relevant criteria</u> from traditional and <u>contemporary cultural contexts</u> to examine, reflect on, and plan revisions for works of art and design in progress.
Process Components	Performing
SELECT	VA:P4.HS1 Analyze, select, and curate artifacts and/or artworks for presentation and discuss preservation.
ANALYZE	VA:P5.HS1 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
SHARE	VA:P6.HS1 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.
Process Components	Responding
PERCEIVE	VA:R7.HS1 Hypothesize and analyze ways in which visual imagery influences perception and understanding of cultural experiences.
ANALYZE	VA:R8.HS1 Interpret an <u>artwork</u> or collection of works, supported by relevant and sufficient evidence found in the work and its various <u>contexts</u> .
INTERPRET	VA:R9.HS1 Establish relevant criteria in order to evaluate a work of art or collection of works.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.HS1 Document the process of developing ideas from early stages to fully elaborated ideas.
RELATE	VA:Cn11.HS1 Describe how knowledge of culture, traditions, and history may influence personal responses to art.

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High School Level 2 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.HS2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
INVESTIGATE	VA:Cr2.HS2 Design or redesign projects in response to <u>contemporary</u> issues that demonstrate an awareness of ethical implications of making and distributing creative works.
REFLECT-REFINE- CONTINUE	VA:Cr3.HS2 Engage in constructive <u>critique</u> with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Process Components	Performing
SELECT	VA:P4.HS2 Analyze, select, and critique personal artwork for a collection or portfolio presentation and preservation.
ANALYZE	VA:P5.HS2 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
SHARE	VA:P6.HS2 Make, explain, and justify connections between artists or <u>artwork</u> and social, cultural, and political history.
Process Components	Responding
PERCEIVE	VA:R7.HS2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
ANALYZE	VA:R8.HS2 Identify types of contextual information useful in the process of constructing interpretations of an <u>artwork</u> or collection of works.
INTERPRET	VA:R9.HS2 Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.HS2 Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.
RELATE	VA:Cn11.HS2 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.

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High School Level 3 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.HS3 Choose materials and methods of traditional and contemporary artistic practices to visualize and hypothesize to generate plans for ideas and themes for creating art that can affect social change.
INVESTIGATE	VA:Cr2.HS3 Experiment, plan, and demonstrate works of art that explore meaningful ideas and themes which enhance, or show how some works inhibit or empower people's lives.
REFLECT-REFINE- CONTINUE	VA:Cr3.HS3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary as well as personal artistic vision.
Process Components	Performing
SELECT	VA:P4.HS3 <u>Critique</u> , justify, and present choices in the process of analyzing, selecting, <u>curating</u> , and presenting and <u>preserving artwork</u> for a specific exhibit or event.
ANALYZE	VA:P5.HS3 Investigate, compare, and contrast methods for preserving and protecting art.
SHARE	VA:P6.HS3 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
Process Components	Responding
PERCEIVE	VA:R7.HS3 Investigate how responses to art develop over time based on knowledge of and experience with art and life.
ANALYZE	VA:R8.HS3 Analyze differing interpretations of an <u>artwork</u> or collection of works in order to select and defend a plausible critical analysis.
INTERPRET	VA:R9.HS3 Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.HS3 Synthesize knowledge of social, cultural, historical, and personal life with art making processes to create meaningful works of art or design.
RELATE	VA:Cn11.HS3 Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

High School Level 1-3 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN- MAKE	VA:Cr1.HS1 Use multiple approaches to begin and shape creative endeavors using contemporary art practices.
	VA:Cr1.HS2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
	VA:Cr1.HS3 Choose materials and methods of traditional and contemporary artistic practices to visualize and hypothesize to generate plans for ideas and themes for creating art that can affect social change.
INVESTIGATE	VA:Cr2.HS1 Engage in making a spontaneous work of art that may transform the perception and experience of a particular place and its impact on the environment.
	VA:Cr2.HS2 Design or redesign projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works.
	VA:Cr2.HS3 Experiment, plan, and demonstrate works of art that explore meaningful ideas and themes which enhance, or show how some works inhibit or empower people's lives.
REFLECT-REFINE- CONTINUE	VA:Cr3.HS1 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	VA:Cr3.HS2 Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
	VA:Cr3.HS3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary as well as personal artistic vision.
Process Components	Performing
SELECT	VA:P4.HS1 Analyze, select, and curate artifacts and/or artworks for presentation and discuss preservation.
	VA:P4.HS2 Analyze, select, and critique personal artwork for a collection or portfolio presentation and preservation.
	VA:P4.HS3 <u>Critique</u> , justify, and present choices in the process of analyzing, selecting, <u>curating</u> , and presenting and <u>preserving artwork</u> for a specific exhibit or event.
ANALYZE	VA:P5.HS1 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
	VA:P5.HS2 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
	VA:P5.HS3 Investigate, compare, and contrast methods for preserving and protecting art.
SHARE	VA:P6.HS1 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.
	VA:P6.HS2 Make, explain, and justify connections between artists or <u>artwork</u> and social, cultural, and political history.
	VA:P6.HS3 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Process Components	Responding
PERCEIVE	VA:R7.HS1 Hypothesize and analyze ways in which visual imagery influences perception and understanding of cultural experiences.
	VA:R7.HS2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
	VA:R7.HS3 Investigate how responses to art develop over time based on knowledge of and experience with art and life.
ANALYZE	VA:R8.HS1 Interpret an <u>artwork</u> or collection of works, supported by relevant and sufficient evidence found in the work and its various <u>contexts</u> .
	VA:R8.HS2 Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	VA:R8.HS3 Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
INTERPRET	VA:R9.HS1 Establish relevant criteria in order to evaluate a work of art or collection of works.
	VA:R9.HS2 Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	VA:R9.HS3 Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.HS1 Document the process of developing ideas from early stages to fully elaborated ideas.
	VA:Cn10.HS2 Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.
	VA:Cn10.HS3 Synthesize knowledge of social, cultural, historical, and personal life with art making processes to create meaningful works of art or design.
RELATE	VA:Cn11.HS1 Describe how knowledge of culture, traditions, and history may influence personal responses to art.
	VA:Cn11.HS2 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.
	VA:Cn11.HS3 Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Bold and underlined words are found in the glossary at the end of this document. *Refer to the Anchor Standards for Enduring Understandings and Essential Questions.



GLOSSARY for Visual Arts Standards

Visual Arts, as defined by the North Dakota DPI, include the traditional fine arts, such as, drawing, painting, printmaking, photography, and sculpture; media arts, such as, animation, video and emerging digital technologies; design, such as, communication, product, and interactive; environmental, such as, architecture, landscape architecture, interior and urban planning; conceptual, performance, participatory, street, and folk arts and works of art in clay, glass, metal, wood, fiber, paper and other materials. (Revised 2018)

Art

The word art refers to "an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated." An important component of a quality visual arts education is for students to engage in discussions about definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of "good art"

Appropriation

Intentional borrowing, copying, and alteration of preexisting images and objects.

Aesthetic

A set of principles underlying and guiding the work of a particular artist or artistic movement

Artist Statement

Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature

Artistic Investigations

In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing

Art-making Processes

Diverse strategies and procedures by which artists initiate and pursue making a work

Artwork

Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted and appreciated

Brainstorm

Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment

Characteristic(s)

Attribute, feature, property, or essential quality

Characteristics of Form (and structure)

Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others

Collaboration

Joint effort of working together to formulate and solve creative problems

Creativity

Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things

Criteria

In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

Contemporary Criteria

Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

Established Criteria

Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design

Personal Criteria

Principles for evaluating art and design based on individual preferences

Relevant Criteria

Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

Constructed Environment

The human-made space in which people live, work, and recreate on a day to day basis.

Creative Process

The cognitive and physical actions by which arts learning and making are realized.

Collaboratively

To work with a group or individual on a joint project

Concepts

A theme or image, especially as embodied in the design or execution of something

Contemporary Art

The art of today, it provides an opportunity to reflect on contemporary society and the issues relevant to ourselves, and the world around us.

Copyrights

The legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

Critique

Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

Cultural Contexts

Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, preservation, and response to art

Cultural Traditions

Pattern of practices and beliefs within a societal group

Curate

Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

Curator

Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

<u>Design</u>

Application of creativity to planning the optimal solution to a given problem and communication of that plan to others

Digital Format

Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

Elements of Art

The visual components of line, value, texture, space, shape, form, and color. They are the building blocks of an artistic composition.

Engagement

Attentive participation in an activity of imagining, exploring, and making

Exhibition Narrative

Written description of an exhibition intended to educate viewers about its purpose

Expressive Properties

Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

Fair Use

Limitation in copyright law, which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

Formal and Conceptual Vocabularies

Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures

Genre

Category of art or design identified by similarities in form, subject matter, content, or technique

Image

Visual representation of a person, animal, thing, idea, or concept

Imaginative Play

Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating

Innovative Thinking

Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems

Intellectual Property

The creations of the mind, which enable people to earn recognition from what they invent or create, such as inventions; literary and artistic works; designs; and symbols, names and images.

Material Culture

Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and everyday rituals

Materials

Substances out of which art is made or composed, ranging from the traditional to "non- art" material and virtual, cybernetic, and simulated materials

Medium/Media

Mode(s) of artistic expression or communication; material or other resources used for creating art

Methods

The creative opportunity for children to express their views.

Open Source

Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (http://opensource.org/)

Play

Spontaneous engaged activity through which children learn to experience, experiment, discover and create

Portfolio

Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy

Preservation

Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means

<u>Preserve</u>

Protect, save, and care for (curate) objects, artifacts, and artworks

Presentation

The style or manner with which something is offered for consideration or display

Principles of Design

The concepts used to organize or arrange the structural elements of design. Again, the way in which these principles are applied affects the expressive content or the message of the work. The principles are: Balance, Proportion, Rhythm, Contrast, Emphasis, and Unity

Style

Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist

Technologies

Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments

Techniques

The method with which an artist or other producer employs technical skills or materials to achieve a finished product.

Text

That form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps

Venue

Place or setting for an art exhibition, either a physical space or a virtual environment.

Visual Components

Properties of an image that can be perceived

Visual Imagery

Group of images; images in general

Visual Organization Approaches and Strategies

Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work

Visual Plan

Drawing, picture, diagram, or model of the layout of exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue