

North Dakota Visual Arts Content Standards

Grades K-12

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Second Draft

Forward

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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.

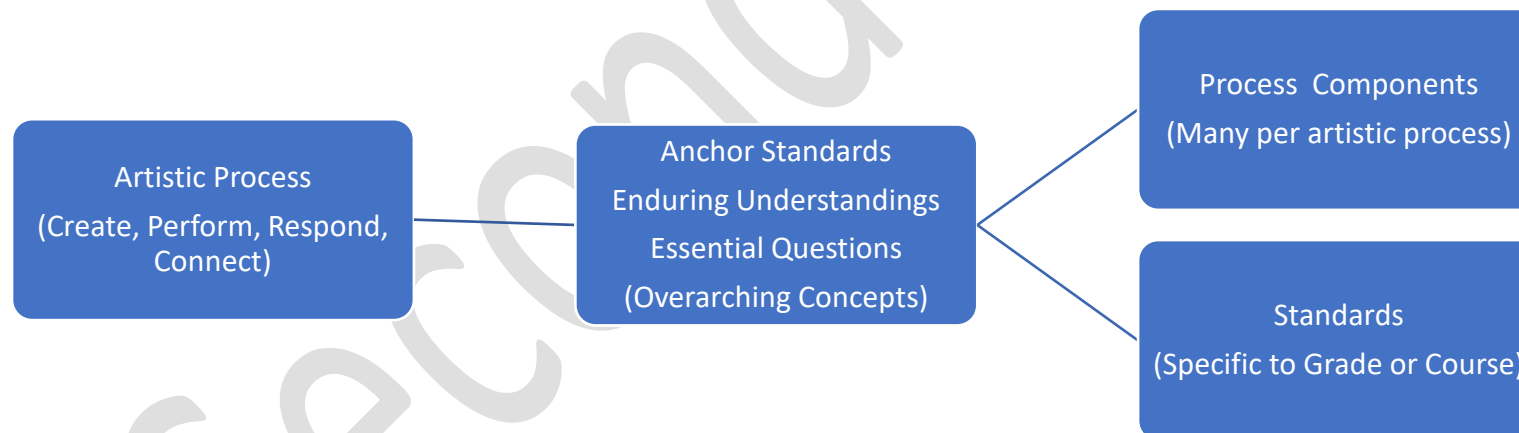
Anchor Standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

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.



Visual Arts ~ Creating

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 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
Investigate - Plan - Make	VA:Cr1.K Engage in exploration and <u>imaginative play</u> with <u>materials</u> in response to an artistic problem.	VA:Cr1.1 Use observation and investigation in preparation for making a work of art.	VA:Cr1.2 <u>Brainstorm</u> multiple approaches to art with various <u>materials</u> and tools to explore personal interests and ideas.	VA:Cr1.3 Elaborate on an imaginative idea using resources, tools, and <u>technologies</u> to investigate personal ideas through the <u>art making process</u> .	VA:Cr1.4 <u>Brainstorm</u> multiple approaches to a creative art or design problem that is relevant.	VA:Cr1.5 Combine diverse <u>concepts</u> and artistic <u>methods</u> to choose an approach and create an <u>artwork</u> .	VA:Cr1.6 Formulate an <u>artistic investigation</u> of personally relevant content and concepts for creating art.	VA:Cr1.7 Apply and develop <u>methods</u> of <u>criteria</u> to guide making a work of art.	VA:Cr1.8 Investigate and document the <u>creative process</u> visually and/or verbally in traditional or new <u>media</u> .	VA:Cr1.HS1 Use multiple approaches to begin and shape creative endeavors using <u>contemporary art practices</u> .	VA:Cr1.HS2 Choose from a range of <u>materials</u> and <u>methods</u> of traditional and <u>contemporary artistic practices</u> to plan works of art and design.	VA:Cr1.HS3 Choose <u>materials</u> and <u>methods</u> of traditional and <u>contemporary artistic practices</u> to visualize and hypothesize to generate plans for ideas and themes for art that
	<p><i>Essential Question(s):</i></p> <p><i>What conditions, attitudes, and behaviors support creativity and innovative thinking?</i></p> <p><i>What factors prevent or encourage people to take creative risks?</i></p> <p><i>How does collaboration expand the creative process?</i></p> <p><i>How does knowing the contexts histories and traditions of art forms help us create works of art and design?</i></p>											

Artistic Processes

Process Component

Grade Level Standards

Numbering System

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

North Dakota Arts Standards			
Artistic Processes and Anchor Standards			
Artistic Processes			
<p>Creating Definition: Conceiving and developing new artistic ideas and work.</p>	<p>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.</p>	<p>Responding Definition: Understanding and evaluating how the arts convey meaning.</p>	<p>Connecting Definition: Relating artistic ideas and work with personal meaning and external context.</p>
Anchor Standards			
<p>Students will:</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<p>Students will:</p> <ol style="list-style-type: none"> 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. 	<p>Students will:</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	<p>Students will:</p> <ol style="list-style-type: none"> 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.

Visual Arts ~ Creating

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 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:Cr1.K Engage in exploration and imaginative play with materials in response to an artistic problem.	VA:Cr1.1 Use observation and investigation in preparation for making a work of art.	VA:Cr1.2 Brainstorm multiple approaches to art with various materials and tools to explore personal interests or design problem.	VA:Cr1.3 Elaborate on an imaginative idea using resources, tools, and technologies to investigate personal ideas through the art making process .	VA:Cr1.4 Brainstorm multiple approaches to a creative art or design problem that is relevant.	VA:Cr1.5 Combine diverse concepts and artistic methods to choose an approach and create an artwork .	VA:Cr1.6 Formulate an artistic investigation of personally relevant content and concepts for creating art.	VA:Cr1.7 Apply and develop methods of criteria to guide making a work of art.	VA:Cr1.8 Investigate and document the creative process visually and/or verbally in traditional or new media .	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.
<p>Essential Question(s):</p> <p><i>What conditions, attitudes, and behaviors support creativity and innovative thinking?</i></p> <p><i>What factors prevent or encourage people to take creative risks?</i></p> <p><i>How does collaboration expand the creative process?</i></p> <p><i>How does knowing the contexts histories and traditions of art forms help us create works of art and design?</i></p>											

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

Visual Arts ~ Creating

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

Enduring Understandings:

- A. Artists use the **elements of art** and **principles of design** 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
Investigate	VA:Cr2.K Create art that represents natural and constructed environments through experimentation, build skills in various media and approaches to art making.	VA:Cr2.1 Explore uses of materials , tools, and everyday objects to create works of art.	VA:Cr2.2 Experiment with various materials , tools and/or repurpose objects to explore personal interests in a work of art or design.	VA:Cr2.3 Create artwork using a variety of artistic processes and materials by constructing representations, diagrams, or maps of places that are part of everyday life.	VA:Cr2.4 Apply research to art making for the purpose of communicating about constructed environments .	VA:Cr2.5 Experiment and develop skills in multiple art techniques and approaches through personal observations.	VA:Cr2.6 Design or redesign objects, places, or systems that communicate needs of diverse users while trying new ideas, materials , methods , and approaches.	VA:Cr2.7 Demonstrate persistence in developing skills with various materials , methods , and approaches in creating works of art that clearly communicates information or ideas.	VA:Cr2.8 Demonstrate a willingness to innovate, and take risks to develop ideas, that emerge in the process of art while considering fair use , intellectual property , and copyrights .	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.
	<p>Essential Question(s):</p> <p><i>How do artists learn from trial and error?</i></p> <p><i>What safety concerns and responsibilities come with the freedom to create?</i></p> <p><i>How do artists determine whether a particular direction in their work is effective?</i></p> <p><i>How do artists create works of art that effectively communicate through the use of the elements and principles of design?</i></p> <p><i>How do artists determine goals for designing or redesigning objects, places, or systems?</i></p>											

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Visual Arts ~ Creating

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 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
Reflect - Refine - Continue	VA:Cr3.K Explain the artistic process while making art.	VA:Cr3.1 Use art vocabulary to describe choices while creating art.	VA:Cr3.2 Discuss and reflect with peers about choices made in creating <u>artwork</u> .	VA:Cr3.3 Elaborate on <u>artwork</u> by adding details to enhance meaning.	VA:Cr3.4 Revise <u>artwork</u> in progress on the basis of insights gained through discussion.	VA:Cr3.5 Create <u>artist statements</u> using art vocabulary to describe personal choices in making art.	VA:Cr3.6 Reflect on whether personal <u>artwork</u> conveys the intended meaning and revise accordingly.	VA:Cr3.7 Reflect on and explain important information about personal <u>artwork</u> in an <u>artist statement</u> or another format.	VA:Cr3.8 Apply relevant <u>criteria</u> to examine, reflect on, and plan revisions for a work of art or design in progress.	VA:Cr3.HS1 Apply relevant <u>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.	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.	VA:Cr3.HS3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and <u>contemporary</u> as well as personal artistic vision.
<p>Essential Question(s):</p> <p><i>What role does persistence play in revising, refining, and developing work?</i></p> <p><i>How do artists grow and become accomplished in art forms?</i></p> <p><i>How does collaboratively reflecting on a work help us experience it more completely?</i></p>												

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

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.

	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
Select	VA:P4.K Select art objects for personal portfolio and display, explaining why they were chosen.	VA:P4.1 Explain why some objects, artifacts, and artwork are valued differently by different audiences.	VA:P4.2 Categorize artwork based on a theme or concept for an exhibit.	VA:P4.3 Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork .	VA:P4.4 Describe how past, present, and emerging technologies impact the preservation and presentation of artwork .	VA:P4.5 Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving , maintaining, and presenting objects, artifacts, and artwork .	VA:P4.6 Find similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital format artwork .	VA:P4.7 Compare and contrast how technologies have changed the way artwork is preserved , presented, and experienced.	VA:P4.8 Develop and apply criteria for evaluating a collection of artwork for presentation .	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 Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting and preserving artwork for a specific exhibit or event.
	<p><i>Essential Question(s):</i></p> <p><i>How are artworks cared for and by whom?</i></p> <p><i>What criteria, methods, and processes are used to select work for preservation or presentation?</i></p> <p><i>Why do people value objects, artifacts, and artworks, and select them for presentation?</i></p>											

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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.

	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
Analyze	VA:P5.K Explain the purpose of a portfolio or collection.	VA:P5.1 Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation .	VA:P5.2 Describe different materials or artistic techniques for preparing artwork for presentation.	VA:P5.3 Identify exhibit space and prepare works of art including artists' statements , for presentation.	VA: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 .	VA:P5.5 Develop a logical argument for the safe and effective use of materials and techniques for preparing and presenting artwork .	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.	VA:P5.7 Based on criteria , evaluate methods for preparing and presenting art.	VA:P5.8 Analyze and evaluate the reasons and ways an exhibition is presented.	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.
<p><i>Essential Question(s):</i></p> <p><i>What methods and processes are considered when preparing artwork for presentation or preservation?</i></p> <p><i>How does refining artwork affect its meaning to the viewer?</i></p> <p><i>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</i></p>												

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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
Share	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 Explain and provide evidence of how museums or other venues reflect a community's history and values.	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.
<p><i>Essential Question(s):</i> 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?</p>												

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

Visual Arts ~ Responding

Anchor Standard #7: Perceive and analyze artistic work.

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

	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
Perceive	VA:R7.K Identify uses of art within one’s personal environment.	VA:R7.1 Select and describe artwork that illustrates daily life comparing different images that represent the same subject.	VA:R7.2 Describe visual characteristics and expressive properties of the natural world and constructed environments .	VA:R7.3 Speculate about processes an artist uses to create a work of art and the message behind the image.	VA:R7.4 Compare and analyze responses to a work of art before and after working in similar media .	VA:R7.5 Compare one's own interpretation of a work of art with the interpretation of others taking into consideration other cultures.	VA:R7.6 Explain how a person’s aesthetic choices are influenced by culture, people’s emotions, ideas, and environment.	VA:R7.7 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	VA:R7.8 Analyze how the method of display, location, and viewer’s experiences influence how of an artwork is perceived and valued.	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.
	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <i>What is an image?</i> <i>How do life experiences influence the way you relate to art?</i> <i>How does learning about art impact how we perceive the world?</i> <i>What can we learn from our responses to art?</i> <i>Where and how do we encounter images in our world?</i> <i>How do images influence our views of the world?</i> 											

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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.

	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
Analyze	VA:R8.K Identify subject matter and details in the <u>artwork</u> .	VA:R8.1 Categorize subject matter and identify characteristics of a work of art.	VA:R8.2 Describe the mood suggested by a work of art.	VA:R8.3 Discuss the use of <u>media</u> to create subject matter, <u>characteristics of form</u> , and mood in a work of art.	VA:R8.4 Interpret art by referring to contextual information and analyzing relevant subject matter, <u>characteristics of form</u> , and use of <u>media</u> .	VA:R8.5 Interpret art by analyzing <u>characteristics of form</u> and structure, contextual information, subject matter, visual <u>elements</u> , and use of <u>media</u> to identify ideas and mood conveyed.	VA:R8.6 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, <u>characteristics of form</u> and structure, and use of <u>media</u> to identify ideas and mood conveyed.	VA:R8.7 Interpret art by analyzing art making processes, the <u>characteristics of form</u> and structure, relevant contextual information, subject matter, and use of <u>media</u> to identify ideas and mood conveyed.	VA:R8.8 Interpret art by analyzing how the interaction of subject matter, <u>characteristics of form</u> and structure, use of <u>media</u> , <u>art making processes</u> , and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	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 <u>artwork</u> or collection of works.	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.
<p>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?</p>												

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Visual Arts ~ Responding

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

Enduring Understanding: People evaluate art based on various criteria.

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

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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 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
Synthesize	VA:Cn10.K Create art that tells a story about a personal experience.	VA:Cn10.1 Identify opportunities and reasons students make art outside of school.	VA:Cn10.2 Create works of art about events in home, school, or community life.	VA:Cn10.3 Develop a work of art based on observations of surroundings.	VA:Cn10.4 Create works of art that reflect community <u>cultural traditions</u> .	VA:Cn10.5 Apply <u>formal and conceptual vocabularies</u> of art and design to view surroundings in new ways through making art.	VA:Cn10.6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in making art.	VA:Cn10.7 Discuss and investigate places and times in which people gather to make and experience art or <u>design</u> in the community.	VA:Cn10.8 Make art <u>collaboratively</u> to reflect on and reinforce positive aspects of group identity.	VA:Cn10.HS1 Document the process of developing ideas from early stages to fully elaborated ideas.	VA:Cn10.HS2 Utilize inquiry <u>methods</u> 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 <u>art making processes</u> to create meaningful works of art or design.
<p>Essential Question(s):</p> <p><i>How does engaging in creating art enrich people's lives?</i></p> <p><i>How does making art attune people to their surroundings?</i></p> <p><i>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</i></p>												

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

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.

	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
Relate	VA:Cn11.K Identify a purpose of an artwork .	VA:Cn11.1 Describe the reasons that people from different places and times have made art.	VA:Cn11.2 Compare and contrast cultural uses of artwork from different times and places.	VA:Cn11.3 Identify how responses to art change depending on knowledge of the time and place in which it was made.	VA:Cn11.4 Through observation, infer information about time, place, and culture in which a work of art was created.	VA:Cn11.5 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	VA:Cn11.6 Analyze how art reflects changing times, traditions, resources, and cultural uses.	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.	VA:Cn11.8 Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	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.
<p>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?</p>												

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Kindergarten Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN-MAKE	VA:Cr1.K Engage in exploration and <u>imaginative play</u> with <u>materials</u> in response to an artistic problem.
INVESTIGATE	VA:Cr2.K Create art that represents natural and <u>constructed environments</u> through experimentation, build skills in various <u>media</u> 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 <u>portfolio</u> 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> .

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*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	VA:Cr2.1 Explore uses of <u>materials</u> , 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 <u>artwork</u> 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 <u>artwork</u> 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 <u>Brainstorm</u> multiple approaches to art with various <u>materials</u> and tools to explore personal interests or design problem.
INVESTIGATE	VA:Cr2.2 Experiment with various <u>materials</u> , 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 <u>materials</u> or artistic <u>techniques</u> for preparing <u>artwork</u> for presentation.
SHARE	VA:P6.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other <u>venues</u>) contributes to communities.
Process Components	Responding
PERCEIVE	VA:R7.2 Describe visual <u>characteristics</u> and <u>expressive properties</u> of the natural world and <u>constructed environments</u> .
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.

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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 artwork using a variety of artistic processes and materials by constructing representations, diagrams, or maps of places that are part of everyday life.
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

Process Components	Creating
INVESTIGATE-PLAN-MAKE	VA:Cr1.4 <u>Brainstorm</u> multiple approaches to a creative art or design problem that is relevant.
INVESTIGATE	VA:Cr2.4 Apply research to art making for the purpose of communicating about <u>constructed environments</u> .
REFLECT-REFINE-CONTINUE	VA:Cr3.4 Revise <u>artwork</u> in progress on the basis of insights gained through discussion.
Process Components	Performing
SELECT	VA:P4.4 Describe how past, present, and emerging <u>technologies</u> impact the <u>preservation</u> and presentation of <u>artwork</u> .
ANALYZE	VA: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 <u>digital formats</u> .
SHARE	VA:P6.4 Compare and contrast purposes of art museums, galleries, and other <u>venues</u> , with the types of experiences they provide.
Process Components	Responding
PERCEIVE	VA:R7.4 Compare and analyze responses to a work of art before and after working in similar <u>media</u> .
ANALYZE	VA:R8.4 Interpret art by referring to contextual information and analyzing relevant subject matter, <u>characteristics of form</u> , and use of <u>media</u> .
INTERPRET	VA:R9.4 Apply one set of <u>criteria</u> to evaluate more than one work of art.
Process Components	Connecting
SYNTHESIZE	VA:Cn10.4 Create works of art that reflect community <u>cultural traditions</u> .
RELATE	VA:Cn11.4 Through observation, infer information about time, place, and culture in which a work of art was created.

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Grade 5 Standard Breakdown

Process Components	Creating
INVESTIGATE-PLAN-MAKE	VA:Cr1.5 Combine diverse <u>concepts</u> and artistic <u>methods</u> to choose an approach and create an <u>artwork</u> .
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 <u>artist statements</u> 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 <u>characteristics of form</u> and structure, contextual information, subject matter, visual <u>elements</u> , and use of <u>media</u> to identify ideas and mood conveyed.
INTERPRET	VA:R9.5 Recognize differences in <u>criteria</u> used to evaluate works of art depending on <u>styles</u> , <u>genres</u> , and <u>media</u> as well as historical and <u>cultural contexts</u> .
Process Components	Connecting
SYNTHESIZE	VA:Cn10.5 Apply <u>formal and conceptual vocabularies</u> 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.

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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 artwork conveys the intended meaning and revise accordingly.
Process Components	Performing
SELECT	VA:P4.6 Find similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital format artwork .
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 venues reflect a community's history and values.
Process Components	Responding
PERCEIVE	VA:R7.6 Explain how a person's aesthetic 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.

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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 materials , methods , 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 artwork in an artist statement 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 criteria , evaluate methods for preparing and presenting art.
SHARE	VA:P6.7 Compare and contrast viewing and experiencing collections and exhibitions in different venues .
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 artwork based on personal criteria and established criteria .
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 creative process visually and/or verbally in traditional or new media .
INVESTIGATE	VA:Cr2.8 Demonstrate a willingness to innovate, and take risks to develop ideas, that emerge in the process of art while considering fair use , intellectual property , and copyrights .
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 criteria for evaluating a collection of artwork for presentation .
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.

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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 <u>contemporary art practices</u> .
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 <u>curate</u> artifacts and/or <u>artworks</u> for <u>presentation</u> and discuss <u>preservation</u> .
ANALYZE	VA:P5.HS1 <u>Collaboratively</u> prepare and present selected theme-based artwork for display, and formulate <u>exhibition narratives</u> 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 <u>visual imagery</u> 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 <u>relevant criteria</u> 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 contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works.
REFLECT-REFINE-CONTINUE	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.
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 artwork 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 artwork 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 Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting and preserving artwork 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 artwork 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.

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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 Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting and preserving artwork 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 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.

Process Components	Responding
PERCEIVE	VA:R7.HS1 Hypothesize and analyze ways in which <u>visual imagery</u> influences perception and understanding of cultural experiences.
	VA:R7.HS2 Evaluate the effectiveness of an <u>image</u> 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 <u>artwork</u> or collection of works.
	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.HS1 Establish <u>relevant criteria</u> in order to evaluate a work of art or collection of works.
	VA:R9.HS2 Determine the relevance of <u>criteria</u> 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 <u>criteria</u> .
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 <u>methods</u> 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 <u>art making processes</u> 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 <u>contexts</u> and make connections to uses of art in <u>contemporary</u> and local <u>contexts</u> .
	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, presentation, 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

Design

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

Preserve

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