

VISUAL ARTS

CREATING	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>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? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>						
2nd 1.5.2.Cr1	5th 1.5.5.Cr1	8th 1.5.8.Cr1	HS Proficient 1.5.12prof.Cr1	HS Accomplished 1.5.12acc.Cr1	HS Advanced 1.5.12adv.Cr1		
Explore	a. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.	a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.	a. Use multiple approaches to begin creative endeavors.	a. Individually or collaboratively formulate new creative problems based on student’s existing artwork.	a. Visualize and generate art and design that can affect social change.	Explore
	b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.	b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.	b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	

CREATING	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>					
	2nd 1.5.2.Cr2	5th 1.5.5.Cr2	8th 1.5.8.Cr2	HS Proficient 1.5.12prof.Cr2	HS Accomplished 1.5.12acc.Cr2	HS Advanced 1.5.12adv.Cr2
Investigate	a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.	a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.	a. Engage in making a work of art or design without having a preconceived plan.	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
	b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.	b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.	b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.	b. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	b. Demonstrate awareness of ethical implications of making and distributing creative work.	b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
	c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.	c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.	c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.	c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	c. Redesign an object, system, place, or design in response to contemporary issues.	c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
CREATING	<p>Anchor Standard 3: Refining and completing products.</p> <p>Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>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?</p>					
	2nd 1.5.2.Cr3	5th 1.5.5.Cr3	8th 1.5.8.Cr3	HS Proficient 1.5.12prof.Cr3	HS Accomplished 1.5.12acc.Cr3	HS Advanced 1.5.12adv.Cr3
Reflect, Refine, Continue	a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.	a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	a. 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.	a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Reflect, Refine, Continue						

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PRESENTING	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>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.</p> <p>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?</p>						
	2nd 1.5.2.Pr4	5th 1.5.5.Pr4	8th 1.5.8.Pr4	HS Proficient 1.5.12prof.Pr4	HS Accomplished 1.5.12acc.Pr4	HS Advanced 1.5.12adv.Pr4	
Analyze	a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.	a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.	a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.	a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	Analyze
PRESENTING	<p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>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.</p> <p>Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>						
	2nd 1.5.2.Pr5	5th 1.5.5.Pr5	8th 1.5.8.Pr5	HS Proficient 1.5.12prof.Pr5	HS Accomplished 1.5.12acc.Pr5	HS Advanced 1.5.12adv.Pr5	
Select	a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.	a. Prepare and present artwork safely and effectively.	a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.	a. Analyze and evaluate the reasons and ways an exhibition is presented.	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	a. Investigate, compare, and contrast methods for preserving and protecting art.	Select
PRESENTING	<p>Anchor Standard 6: Conveying meaning through art.</p> <p>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.</p> <p>Essential Questions: 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>						
	2nd 1.5.2.Pr6	5th 1.5.5.Pr6	8th 1.5.8.Pr6	HS Proficient 1.5.12prof.Pr6	HS Accomplished 1.5.12acc.Pr6	HS Advanced 1.5.12adv.Pr6	
Share	a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.	a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.	a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.	Share

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RESPONDING						
Anchor Standard 7: Perceiving and analyzing products. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. Essential Question(s): 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? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?						
	2nd 1.5.2.Re7	5th 1.5.5.Re7	8th 1.5.8.Re7	HS Proficient 1.5.12prof.Re7	HS Accomplished 1.5.12acc.Re7	HS Advanced 1.5.12adv.Re7
Perceive	a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	a. Speculate about artistic processes, interpret, and compare works of art and other responses.	a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed.	a. Hypothesize ways in which art influences perception and understanding of human experiences.	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.
	b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.	b. Analyze visual arts including cultural associations.	b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	b. Analyze how one's understanding of the world is affected by experiencing visual arts.	b. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	b. Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Perceive						
RESPONDING						
Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?						
	2nd 1.5.2.Re8	5th 1.5.5.Re8	8th 1.5.8.Re8	HS Proficient 1.5.12prof.Re8	HS Accomplished 1.5.12acc.Re8	HS Advanced 1.5.12adv.Re8
Interpret	a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
RESPONDING						
Anchor Standards 9: Applying criteria to evaluate products. Enduring Understanding: People evaluate art based on various criteria. Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?						
	2nd 1.5.2.Re9	5th 1.5.5.Re9	8th 1.5.8.Re9	HS Proficient 1.5.12prof.Re9	HS Accomplished 1.5.12acc.Re9	HS Advanced 1.5.12adv.Re9
Analyze	a. Use art vocabulary to explain preferences in selecting and classifying artwork.	a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.	a. Establish relevant criteria in order to evaluate a work of art or collection of works.	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

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CONNECTING Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 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 artmaking?							
	2nd 1.5.2.Cn10	5th 1.5.5.Cn10	8th 1.5.8.Cn10	HS Proficient 1.5.12prof.Cn10	HS Accomplished 1.5.12acc.Cn10	HS Advanced 1.5.12adv.Cn10	
Synthesize	a. Create art that tells a story or describes life events in home, school and community.	a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.	a. Document the process of developing ideas from early stages to fully elaborated ideas.	a. Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	Synthesize
CONNECTING Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?							
	2nd 1.5.2.Cn11	5th 1.5.5.Cn11	8th 1.5.8.Cn11	HS Proficient 1.5.12prof.Cn11	HS Accomplished 1.5.12acc.Cn11	HS Advanced 1.5.12adv.Cn11	
Relate	a. Compare, contrast, and describe why people from different places and times make art.	a. Communicate how art is used to inform the values, beliefs and culture of an individual or society.	a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.	a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.	a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	Relate
Relate	b. Describe why people from different places and times make art about different issues, including climate change.	b. Communicate how art is used to inform others about global issues, including climate changes.	b. Analyze and contrast how art forms are used to reflect global issues, including climate change.	b. Describe how knowledge of global issues, including climate change may influence personal responses to art.	b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.	b. Assess the impact of an artist or group of artists on global issues, including climate change.	Relate