

# North Dakota Visual Arts Content Standards

Grades K-12

March 2019

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NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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## Foreword

Our North Dakota public schools endeavor to provide a well-rounded education for our students. This task goes well beyond offering traditional instruction in reading, writing, and mathematics. Our young people also should recognize the beauty, transcendence, and creative value of the arts – music, dance, media, theatre, and the visual arts.

These newly developed arts standards, drafted with pride and affection by teams of North Dakota educators, will broaden the learning horizons for our students. The arts are an indispensable element for demonstrating our common humanity. They give our students new and unique ways for expressing themselves, for learning and understanding other subjects, and for developing more imaginative and innovative ways of thinking. These standards will aid our North Dakota students as they become more fully formed members of our state, nation, and world.

The North Dakota Constitution recognizes the importance of public education in nurturing prosperity, happiness, and a “high degree of intelligence, patriotism, integrity and morality.” Statewide academic content standards help us to reach these noble objectives. These new standards in the arts give us the tools to provide equitable educational opportunity statewide.

While these North Dakota standards represent a statewide reference point for teaching the arts in classrooms, local school districts are encouraged to use them as a guide for developing their own local, customized curriculum.

The work on these new standards began in January 2018 and continued throughout the year. The writing committee’s drafts were made available for public comment, which generated useful opinions from teachers, administrators, parents and the community.

A panel of business people, community leaders, and representatives of the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talents to review the draft standards and provide their recommendations to the writing committee.

No one is better qualified to prepare arts standards for our schools than our own educators. This document is an exemplar of the best in North Dakota education – North Dakota teachers, writing statewide standards in an open, transparent and diligent manner.

Each member of the arts writing teams deserve our thanks for their extensive research, analysis and deliberation. Thanks to their work, these standards are ready to be used in our classrooms across the state this fall.



Kirsten Baesler  
Superintendent of Public Instruction  
March 2019

**Document Revision Log**

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## North Dakota Arts Content Standards Introduction

The North Dakota Arts Content Standards (2019) articulate what students are expected to know and apply when creating, presenting, responding and connecting to the arts. Framed within four Artistic Processes (Create, Perform/Produce/Present, Respond, and Connect), the arts standards use a set of eleven anchor standards common to all five arts disciplines. The standards build from kindergarten through high school with increasing depth and complexity. These standards were written by a diverse team of North Dakota elementary, secondary and post-secondary educators, under the guidance of the State Superintendent with technical assistance from North Central Comprehensive Center at McREL International. The writing process was informed by reviewing previous North Dakota standards along with other state/national standards, resources, and multiple public reviews.

Implementation of these standards will guide the development of artistic literacy needed to fully engage in the arts. This involves an understanding of the artistic processes that go deeper as knowledge and experience increases.

## Visual Arts Introduction

Visual Arts, as defined by the North Dakota Department of Public Instruction, 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 2019)

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. 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.

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:** Creating and developing new artistic ideas and work.
- **Presenting (Visual Arts):** Interpreting and sharing artistic work. Performing (Dance, Music and Theatre) /Producing (Media Arts)/Presenting (Visual Arts)
- **Responding:** Understanding and evaluating how the arts convey meaning.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.

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.

Words underlined and bolded can be found in the glossary at the end of the document. **This document is best printed on legal size paper.**

## **Resources Reviewed for Development of Standards**

North Dakota Visual Art Standards 2000

Montana Arts Standards

South Carolina Arts Standards

Colorado Arts Standards

Indiana Arts Standards

Arizona K-12 Arts Standards

Wisconsin Music Standards

Opportunity-to-Learn Standards

National Art Standards



## Key Components 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.

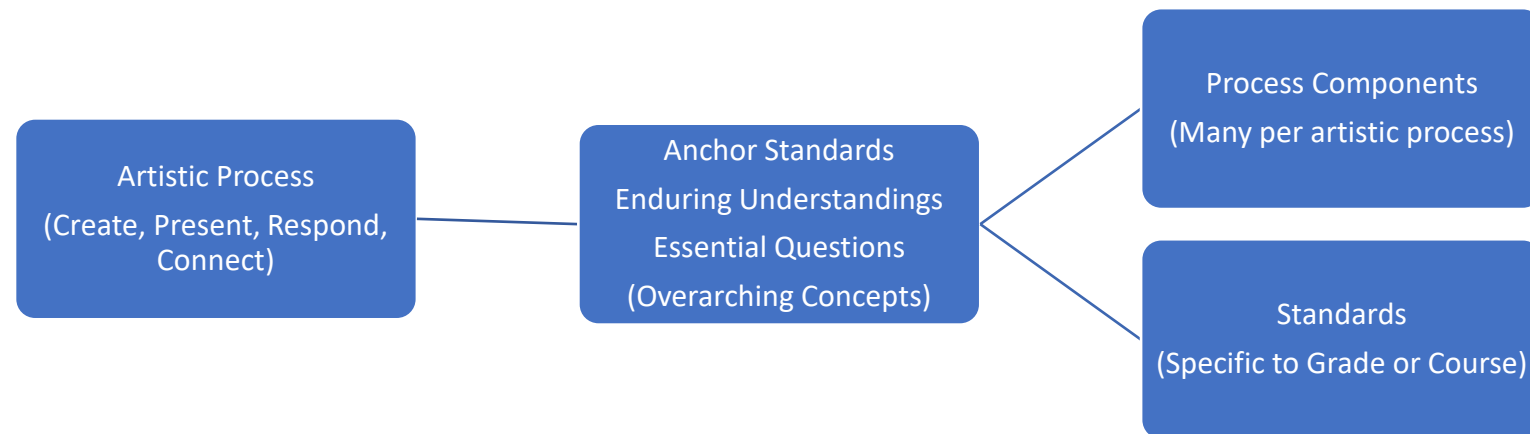
*Anchor Standards* describe the general knowledge and skills teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

*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 because of studying a certain 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, and even demand transfer beyond the specific topic in which students first encounter them. Therefore, essential questions should recur over the years to promote conceptual connections and curriculum coherence.

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

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



**Anchor Standard 1: Generate and conceptualize artistic ideas and work**

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

**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?

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

K-12 Grade Level Standards

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

Process Component

Numbering System

**Interpreting the Standard Numbering System**

**Example: VA:Cr1.7a**

VA = Visual Arts  
 Cr = Creating Artistic Process  
 1 = Anchor Standard  
 7 = Grade 7  
 a = Standard

## North Dakota Visual Arts Artistic Processes and Anchor Standards

Artistic Processes			
<p><b>Creating</b></p> <p><b>Definition:</b> Creating and developing new artistic ideas and work.</p>	<p><b>Presenting/Performing/Producing</b></p> <p><b>Definitions:</b>  <b>Presenting:</b> Interpreting and sharing artistic work.  <b>Performing:</b> Realizing artistic ideas and work through interpretation and presentation.  <b>Producing:</b> Realizing and presenting artistic ideas and work.</p>	<p><b>Responding</b></p> <p><b>Definition:</b> Understanding and evaluating how the arts convey meaning.</p>	<p><b>Connecting</b></p> <p><b>Definition:</b> Relating artistic ideas and work with personal meaning and external context.</p>
Anchor Standards			
<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Construct meaningful interpretations of artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to create art.</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including artistic ideas and works of various cultures.</li> </ol>

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. The North Dakota Arts Standards are based on the artistic processes of Creating, Performing/Producing/Presenting, Responding, and Connecting.

## K-12 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.

**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?*

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

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## K-12 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.

#### Essential Question(s): How do artists learn from trial and error?

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

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

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

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

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

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## K-12 Visual Arts – Creating

### Anchor Standard 3: Refine and complete artistic work

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

**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?*

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

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## K-12 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.

**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?*

	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
<b>Select</b>	<b>VA:Pr4.K</b> a. Select <b>art</b> objects for personal <b>portfolio</b> and display, explaining why they were chosen.	<b>VA:Pr4.1</b> a. Explain why some objects, artifacts, and <b>artwork</b> are valued differently by different audiences.	<b>VA:Pr4.2</b> a. Categorize <b>artwork</b> based on a theme or <b>concept</b> for an exhibit.	<b>VA:Pr4.3</b> a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting <b>artwork</b> .	<b>VA:Pr4.4</b> a. Describe how past, present, and emerging <b>technologies</b> (tools, methods, and techniques) impact the <b>preservation</b> and presentation of <b>artwork</b> .	<b>VA:Pr4.5</b> a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in <b>preserving</b> , maintaining, and presenting objects, artifacts, and <b>artwork</b> .	<b>VA:Pr4.6</b> a. Find similarities and differences associated with <b>preserving</b> and presenting two-dimensional, three-dimensional, and <b>digital format artwork</b> .	<b>VA:Pr4.7</b> a. Compare and contrast how <b>technologies</b> (tools, methods, and techniques) have changed the way <b>artwork</b> is <b>preserved</b> , presented, and experienced.	<b>VA:Pr4.8</b> a. Develop and apply <b>criteria</b> for evaluating a collection of <b>artworks</b> for <b>presentation</b> .	<b>VA:Pr4.HS1</b> a. Analyze, select, and <b>curate</b> artifacts and/or <b>artworks</b> for <b>presentation</b> and discuss <b>preservation</b> .	<b>VA:Pr4.HS2</b> a. Analyze, select, and <b>critique</b> personal <b>artwork</b> for a collection or <b>portfolio presentation</b> and <b>preservation</b> .	<b>VA:Pr4.HS3</b> a. <b>Critique</b> , justify, and present choices in the process of analyzing, selecting, <b>curating</b> , and presenting and <b>preserving artwork</b> for a specific exhibit or event.

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## K-12 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 (tools, methods, and techniques) when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.

**Essential Question(s):** *What methods and processes are considered when preparing artwork for a 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?*

	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	<b>VA:Pr5.K</b> a. Explain the purpose of a <b>portfolio</b> or collection.	<b>VA:Pr5.1</b> a. Ask and answer questions such as where, when, why, and how <b>artwork</b> should be prepared for presentation or <b>preservation</b> .	<b>VA:Pr5.2</b> a. Describe different <b>materials</b> or artistic <b>techniques</b> for preparing <b>artwork</b> for presentation.	<b>VA:Pr5.3</b> a. Identify exhibit space and prepare works of <b>art</b> including <b>artists' statements</b> , for presentation.	<b>VA:Pr5.4</b> a. Analyze the various considerations for presenting and protecting <b>art</b> in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or <b>digital formats</b> .	<b>VA:Pr5.5</b> a. Develop a logical argument for the safe and effective use of <b>materials</b> and <b>techniques</b> for preparing and presenting <b>artwork</b> .	<b>VA:Pr5.6</b> a. Individually or <b>collaboratively</b> , develop a plan for displaying works of <b>art</b> , analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	<b>VA:Pr5.7</b> a. Based on <b>criteria</b> , evaluate <b>methods</b> for preparing and presenting <b>art</b> .	<b>VA:Pr5.8</b> a. Analyze and evaluate the reasons and ways an exhibition is presented.	<b>VA:Pr5.HS1</b> a. <b>Collaboratively</b> prepare and present selected theme-based <b>artwork</b> for display and formulate <b>exhibition narratives</b> for the viewer.	<b>VA:Pr5.HS2</b> a. Evaluate, select, and apply <b>methods</b> or processes appropriate to display <b>artwork</b> in a specific place.	<b>VA:Pr5.HS3</b> a. Investigate, compare, and contrast <b>methods</b> for <b>preserving</b> and protecting <b>art</b> .

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## K-12 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.

**Essential Question(s):** *What is an art museum?*

*How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?*

*How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*

	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
<b>Share</b>	<b>VA:Pr6.K</b> a. Explain what an <b>art</b> museum is and how it differs from other buildings.	<b>VA:Pr6.1</b> a. Identify the roles and responsibilities of employees and visitors of museums and other <b>art venues</b> .	<b>VA:Pr6.2</b> a. Analyze how <b>art</b> exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other <b>venues</b> ) contributes to communities.	<b>VA:Pr6.3</b> a. Explain how and where different cultures record and illustrate stories and history through <b>art</b> .	<b>VA:Pr6.4</b> a. Compare and contrast purposes of <b>art</b> museums, galleries, and other <b>venues</b> , with the types of experiences they provide.	<b>VA:Pr6.5</b> a. Cite evidence as to how an exhibit in an <b>art</b> museum or other <b>venue</b> communicates a specific message.	<b>VA:Pr6.6</b> a. Explain and provide evidence of how museums or other <b>venues</b> reflect a community's history and values.	<b>VA:Pr6.7</b> a. Compare and contrast viewing and experiencing collections and exhibitions in different <b>venues</b> .	<b>VA:Pr6.8</b> a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	<b>VA:Pr6.HS1</b> a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.	<b>VA:Pr6.HS2</b> a. Make, explain, and justify connections between artists or <b>artwork</b> and social, cultural, and political history.	<b>VA:Pr6.HS3</b> a. <b>Curate</b> a collection of objects, artifacts, or <b>artwork</b> to impact the viewer's understanding of social, cultural, and/or political experiences.

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## K-12 Visual Arts – Responding

### Anchor Standard 7: Perceive and analyze artistic work

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

**Essential Question(s):** *What is an image?*

*How do life experiences influence the way you relate to art?*

*How does learning about art impact how we perceive the world?*

*What can we learn from our responses to art?*

*Where and how do we encounter images in our world?*

*How do images influence our views of the world?*

	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	<b>VA:Re7.K</b> a. Identify uses of <b>art</b> within one’s personal environment.	<b>VA:Re7.1</b> a. Select and describe <b>artwork</b> that illustrates daily life, comparing different images that represent the same subject.	<b>VA:Re7.2</b> a. Describe visual <b>characteristics</b> and <b>expressive properties</b> of the natural world and <b>constructed environments</b> .	<b>VA:Re7.3</b> a. Speculate about processes an artist uses to create a work of <b>art</b> and the message behind the image.	<b>VA:Re7.4</b> a. Compare and analyze responses to a work of <b>art</b> before and after working in similar <b>media</b> .	<b>VA:Re7.5</b> a. Compare one's own interpretation of a work of <b>art</b> with the interpretation of others, taking into consideration other cultures.	<b>VA:Re7.6</b> a. Explain how a person’s <b>aesthetic</b> choices are influenced by culture, people’s emotions, ideas, and environment.	<b>VA:Re7.7</b> a. Compare and contrast <b>contexts</b> and <b>media</b> in which viewers encounter images that influence ideas, emotions, and actions.	<b>VA:Re7.8</b> a. Analyze how the method of display, location, and viewer’s experiences influence how of an <b>artwork</b> is perceived and valued.	<b>VA:Re7.HS1</b> a. Hypothesize and analyze ways in which <b>visual imagery</b> influences perception and understanding of cultural experiences.	<b>VA:Re7.HS2</b> a. Evaluate the effectiveness of an <b>image</b> or images to influence ideas, feelings, and behaviors of specific audiences.	<b>VA:Re7.HS3</b> a. Investigate how responses to <b>art</b> develop over time based on knowledge of and experience with <b>art</b> and life.

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## K-12 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.

**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?

	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
<b>Analyze</b>	<p><b>VA:Re8.K</b> a. Identify subject matter and details in the <u>artwork</u>.</p>	<p><b>VA:Re8.1</b> a. Categorize subject matter and identify characteristics of a work of <u>art</u>.</p>	<p><b>VA:Re8.2</b> a. Describe the mood suggested by a work of <u>art</u>.</p>	<p><b>VA:Re8.3</b> a. Discuss the use of <u>media</u> to create subject matter, <u>characteristics of form</u>, and mood in a work of <u>art</u>.</p>	<p><b>VA:Re8.4</b> a. Interpret <u>art</u> by referring to contextual information and analyzing relevant subject matter, <u>characteristics of form</u>, and use of <u>media</u>.</p>	<p><b>VA:Re8.5</b> a. Interpret <u>art</u> 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.</p>	<p><b>VA:Re8.6</b> a. Interpret <u>art</u> 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.</p>	<p><b>VA:Re8.7</b> a. Interpret <u>art</u> by analyzing <u>art-making processes</u>, 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.</p>	<p><b>VA:Re8.8</b> a. Interpret <u>art</u> by analyzing how the interaction of subject matter, <u>characteristics of form</u> and structure, use of <u>media, art making processes</u>, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	<p><b>VA:Re8.HS1</b> a. Interpret an <u>artwork</u> or collection of works, supported by relevant and enough evidence found in the work and its various <u>contexts</u>.</p>	<p><b>VA:Re8.HS2</b> a. Identify types of contextual information useful in the process of constructing interpretations of an <u>artwork</u> or collection of works.</p>	<p><b>VA:Re8.HS3</b> a. Analyze differing interpretations of an <u>artwork</u> or collection of works to select and defend a plausible critical analysis.</p>

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## K-12 Visual Arts – Responding

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

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

**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?*

	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	<b>VA:Re9.K</b> a. Explain reasons for selecting a preferred <b>artwork</b> .	<b>VA:Re9.1</b> a. Classify <b>artwork</b> based on different reasons for preferences.	<b>VA:Re9.2</b> a. Use learned <b>art</b> vocabulary to express preferences about the <b>artwork</b> .	<b>VA:Re9.3</b> a. Evaluate an <b>artwork</b> based on given <b>criteria</b> .	<b>VA:Re9.4</b> a. Apply one set of <b>criteria</b> to evaluate more than one work of <b>art</b> .	<b>VA:Re9.5</b> a. Recognize differences in <b>criteria</b> used to evaluate works of <b>art</b> depending on <b>styles</b> , <b>genres</b> , and <b>media</b> as well as historical and <b>cultural contexts</b> .	<b>VA:Re9.6</b> a. Develop and apply <b>relevant criteria</b> to evaluate a work of <b>art</b> .	<b>VA:Re9.7</b> a. Compare and contrast an evaluation of an <b>artwork</b> based on <b>personal criteria</b> and <b>established criteria</b> .	<b>VA:Re9.8</b> a. Create a convincing and logical argument to support an evaluation of <b>art</b> .	<b>VA:Re9.HS1</b> a. Establish <b>relevant criteria</b> to evaluate a work of <b>art</b> or collection of works.	<b>VA:Re9.HS2</b> a. Determine the relevance of <b>criteria</b> used by others to evaluate a work of <b>art</b> or collection of works.	<b>VA:Re9.HS3</b> a. Construct evaluations of a work of <b>art</b> or collection of works based on differing sets of <b>criteria</b> .

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## K-12 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.

**Essential Question(s):** *How does engaging in creating art enrich people's lives?*

*How does making art attune people to their surroundings?*

*How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*

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

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## K-12 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.

**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?*

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

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## Grade Specific Visual Arts Standards

Visual Arts – Kindergarten	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.K.a</b> Engage in exploration and <b>imaginative play</b> with <b>materials</b> in response to an artistic problem.
<b>Investigate</b>	<b>VA:Cr2.K.a</b> Create <b>art</b> that represents natural and <b>constructed environments</b> through experimentation, build skills in various <b>media</b> and approaches to <b>art</b> making.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.K.a</b> Explain the artistic process while making <b>art</b> .
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.K.a</b> Select <b>art</b> objects for personal <b>portfolio</b> and display, explaining why they were chosen.
<b>Analyze</b>	<b>VA:Pr5.K.a</b> Explain the purpose of a <b>portfolio</b> or collection.
<b>Share</b>	<b>VA:Pr6.K.a</b> Explain what an <b>art</b> museum is and how it differs from other buildings.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.K.a</b> Identify uses of <b>art</b> within one’s personal environment.
<b>Analyze</b>	<b>VA:Re8.K.a</b> Identify subject matter and details in <b>artwork</b> .
<b>Interpret</b>	<b>VA:Re9.K.a</b> Explain reasons for selecting a preferred <b>artwork</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.K.a</b> Create <b>art</b> that tells a story about a personal experience.
<b>Relate</b>	<b>VA:Cn11.K.a</b> Identify a purpose of an <b>artwork</b> .

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<b>Visual Arts – Grade 1</b>	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.1.a</b> Use observation and investigation in preparation for making a work of <b>art</b> .
<b>Investigate</b>	<b>VA:Cr2.1.a</b> Explore uses of <b>materials</b> , tools, and everyday objects to create works of <b>art</b> .
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.1.a</b> Use <b>art</b> vocabulary to describe choices while creating <b>art</b> .
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.1.a</b> Explain why some objects, artifacts, and <b>artwork</b> are valued differently by different audiences.
<b>Analyze</b>	<b>VA:Pr5.1.a</b> Ask and answer questions such as where, when, why, and how <b>artwork</b> should be prepared for presentation or <b>preservation</b> .
<b>Share</b>	<b>VA:Pr6.1.a</b> Identify the roles and responsibilities of employees and visitors of museums and other <b>art venues</b> .
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.1.a</b> Select and describe <b>artwork</b> that illustrates daily life comparing different images that represent the same subject.
<b>Analyze</b>	<b>VA:Re8.1.a</b> Categorize subject matter and identify characteristics of a work of <b>art</b> .
<b>Interpret</b>	<b>VA:Re9.1.a</b> Classify <b>artwork</b> based on different reasons for preferences.
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.1.a</b> Identify opportunities and reasons students make <b>art</b> outside of school.
<b>Relate</b>	<b>VA:Cn11.1.a</b> Describe the reasons that people from different places and times have made <b>art</b> .

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Visual Arts – Grade 2	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.2.a</b> <b>Brainstorm</b> multiple approaches to <b>art</b> with various <b>materials</b> and tools to explore personal interests or design problem.
<b>Investigate</b>	<b>VA:Cr2.2.a</b> Experiment with various <b>materials</b> , tools and/or repurpose objects to explore personal interests in a work of <b>art</b> or design.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.2.a</b> Discuss and reflect with peers about choices made in creating <b>artwork</b> .
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.2.a</b> Categorize <b>artwork</b> based on a theme or <b>concept</b> for an exhibit.
<b>Analyze</b>	<b>VA:Pr5.2.a</b> Describe different <b>materials</b> or artistic <b>techniques</b> for preparing <b>artwork</b> for presentation.
<b>Share</b>	<b>VA:Pr6.2.a</b> Analyze how <b>art</b> exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other <b>venues</b> ) contributes to communities.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.2.a</b> Describe visual <b>characteristics</b> and <b>expressive properties</b> of the natural world and <b>constructed environments</b> .
<b>Analyze</b>	<b>VA:Re8.2.a</b> Describe the mood suggested by a work of <b>art</b> .
<b>Interpret</b>	<b>VA:Re9.2.a</b> Use learned <b>art</b> vocabulary to express preferences about <b>artwork</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.2.a</b> Create works of <b>art</b> about events in home, school, or community life.
<b>Relate</b>	<b>VA:Cn11.2.a</b> Compare and contrast cultural uses of <b>artwork</b> from different times and places.

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Visual Arts – Grade 3	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.3.a</b> Elaborate on an imaginative idea using resources, tools, and <b>technologies</b> to investigate personal ideas through the <b>art-making process</b> .
<b>Investigate</b>	<b>VA:Cr2.3.a</b> Create <b>artwork</b> using a variety of artistic processes and <b>materials</b> by constructing representations, diagrams, or maps of places that are part of everyday life.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.3.a</b> Elaborate on <b>artwork</b> by adding details to enhance meaning.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.3.a</b> Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting <b>artwork</b> .
<b>Analyze</b>	<b>VA:Pr5.3.a</b> Identify exhibit space and prepare works of <b>art</b> including <b>artists' statements</b> , for presentation.
<b>Share</b>	<b>VA:Pr6.3.a</b> Explain how and where different cultures record and illustrate stories and history through <b>art</b> .
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.3.a</b> Speculate about processes an artist uses to create a work of <b>art</b> and the message behind the image.
<b>Analyze</b>	<b>VA:Re8.3.a</b> Discuss the use of <b>media</b> to create subject matter, <b>characteristics of form</b> , and mood in a work of <b>art</b> .
<b>Interpret</b>	<b>VA:Re9.3.a</b> Evaluate an <b>artwork</b> based on given <b>criteria</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.3.a</b> Develop a work of <b>art</b> based on observations of surroundings.
<b>Relate</b>	<b>VA:Cn11.3.a</b> Identify how responses to <b>art</b> change depending on knowledge of the time and place in which it was made.

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Visual Arts – Grade 4	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.4.a</b> <b>Brainstorm</b> multiple approaches to a creative <b>art</b> or design problem that is relevant.
<b>Investigate</b>	<b>VA:Cr2.4.a</b> Apply research to <b>art</b> making for communicating about <b>constructed environments</b> .
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.4.a</b> Revise <b>artwork</b> in progress based on insights gained through discussion.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.4.a</b> Describe how past, present, and emerging <b>technologies</b> (tools, methods, and techniques) impact the <b>preservation</b> and presentation of <b>artwork</b> .
<b>Analyze</b>	<b>VA:Pr5.4.a</b> Analyze the various considerations for presenting and protecting <b>art</b> in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or <b>digital formats</b> .
<b>Share</b>	<b>VA:Pr6.4.a</b> Compare and contrast purposes of <b>art</b> museums, galleries, and other <b>venues</b> , with the types of experiences they provide.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.4.a</b> Compare and analyze responses to a work of <b>art</b> before and after working in similar <b>media</b> .
<b>Analyze</b>	<b>VA:Re8.4.a</b> Interpret <b>art</b> by referring to contextual information and analyzing relevant subject matter, <b>characteristics of form</b> , and use of <b>media</b> .
<b>Interpret</b>	<b>VA:Re9.4.a</b> Apply one set of <b>criteria</b> to evaluate more than one work of <b>art</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.4.a</b> Create works of <b>art</b> that reflect community <b>cultural traditions</b> .
<b>Relate</b>	<b>VA:Cn11.4.a</b> Through observation, infer information about time, place, and culture in which a work of <b>art</b> was created.

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Visual Arts – Grade 5	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.5.a</b> Combine diverse <b>concepts</b> and artistic <b>methods</b> to choose an approach and create an <b>artwork</b> .
<b>Investigate</b>	<b>VA:Cr2.5.a</b> Experiment and develop skills in multiple <b>art techniques</b> and approaches through personal observations.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.5.a</b> Create <b>artist statements</b> using <b>art</b> vocabulary to describe personal choices in making <b>art</b> .
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.5.a</b> Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in <b>preserving</b> , maintaining, and presenting objects, artifacts, and <b>artwork</b> .
<b>Analyze</b>	<b>VA:Pr5.5.a</b> Develop a logical argument for the safe and effective use of <b>materials</b> and <b>techniques</b> for preparing and presenting <b>artwork</b> .
<b>Share</b>	<b>VA:Pr6.5.a</b> Cite evidence as to how an exhibit in an <b>art</b> museum or other <b>venue</b> communicates a specific message.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.5.a</b> Compare one's own interpretation of a work of <b>art</b> with the interpretation of others taking into consideration other cultures.
<b>Analyze</b>	<b>VA:Re8.5.a</b> Interpret <b>art</b> by analyzing <b>characteristics of form</b> and structure, contextual information, subject matter, visual <b>elements</b> , and use of <b>media</b> to identify ideas and mood conveyed.
<b>Interpret</b>	<b>VA:Re9.5.a</b> Recognize differences in <b>criteria</b> used to evaluate works of <b>art</b> depending on <b>styles</b> , <b>genres</b> , and <b>media</b> as well as historical and <b>cultural contexts</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.5.a</b> Apply <b>formal and conceptual vocabularies</b> of <b>art</b> and design to view surroundings in new ways through making <b>art</b> .
<b>Relate</b>	<b>VA:Cn11.5.a</b> Identify how <b>art</b> is used to inform or change beliefs, values, or behaviors of an individual or society.

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Visual Arts – Grade 6	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.6.a</b> Formulate an <b>artistic investigation</b> of personally relevant content and concepts for creating <b>art</b> .
<b>Investigate</b>	<b>VA:Cr2.6.a</b> <b>Design</b> or redesign objects, places, or systems that communicate needs of diverse users while trying new ideas, <b>materials</b> , <b>methods</b> , and approaches.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.6.a</b> Reflect on whether personal <b>artwork</b> conveys the intended meaning and revise accordingly.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.6.a</b> Find similarities and differences associated with <b>preserving</b> and presenting two-dimensional, three-dimensional, and <b>digital format artwork</b> .
<b>Analyze</b>	<b>VA:Pr5.6.a</b> Individually or <b>collaboratively</b> , develop a plan for displaying works of <b>art</b> , analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
<b>Share</b>	<b>VA:Pr6.6.a</b> Explain and provide evidence of how museums or other <b>venues</b> reflect a community's history and values.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.6.a</b> Explain how a person's <b>aesthetic</b> choices are influenced by culture, people's emotions, ideas, and environment.
<b>Analyze</b>	<b>VA:Re8.6.a</b> Interpret <b>art</b> by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, <b>characteristics of form</b> and structure, and use of <b>media</b> to identify ideas and mood conveyed.
<b>Interpret</b>	<b>VA:Re9.6.a</b> Develop and apply <b>relevant criteria</b> to evaluate a work of <b>art</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.6.a</b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in making <b>art</b> .
<b>Relate</b>	<b>VA:Cn11.6.a</b> Analyze how <b>art</b> reflects changing times, traditions, resources, and cultural uses.

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Visual Arts – Grade 7	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.7.a</b> Apply and develop <b>methods</b> of <b>criteria</b> to guide making a work of <b>art</b> .
<b>Investigate</b>	<b>VA:Cr2.7.a</b> Demonstrate persistence in developing skills with various <b>materials</b> , <b>methods</b> , and approaches in creating works of <b>art</b> that clearly communicates information or ideas.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.7.a</b> Reflect on and explain important information about personal <b>artwork</b> in an <b>artist statement</b> or another format.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.7.a</b> Compare and contrast how <b>technologies</b> (tools, methods, and techniques) have changed the way <b>artwork</b> is <b>preserved</b> , presented, and experienced.
<b>Analyze</b>	<b>VAPr5.7.a</b> Based on <b>criteria</b> , evaluate <b>methods</b> for preparing and presenting <b>art</b> .
<b>Share</b>	<b>VA:Pr6.7.a</b> Compare and contrast viewing and experiencing collections and exhibitions in different <b>venues</b> .
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.7.a</b> Compare and contrast <b>contexts</b> and <b>media</b> in which viewers encounter images that influence ideas, emotions, and actions.
<b>Analyze</b>	<b>VA:Re8.7.a</b> Interpret <b>art</b> by analyzing <b>art-making processes</b> , the <b>characteristics of form</b> and structure, relevant contextual information, subject matter, and use of <b>media</b> to identify ideas and mood conveyed.
<b>Interpret</b>	<b>VA:Re9.7.a</b> Compare and contrast an evaluation of an <b>artwork</b> based on <b>personal criteria</b> and <b>established criteria</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.7.a</b> Discuss and investigate places and times in which people gather to make and experience <b>art</b> or <b>design</b> in the community.
<b>Relate</b>	<b>VA:Cn11.7.a</b> Analyze how response to <b>art</b> is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

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Visual Arts – Grade 8	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.8.a</b> Investigate and document the <b>creative process</b> visually and/or verbally in traditional or new <b>media</b> .
<b>Investigate</b>	<b>VA:Cr2.8.a</b> Demonstrate a willingness to innovate, and take risks to develop ideas, that emerge in the process of <b>art</b> while considering <b>fair use, intellectual property, and copyrights</b> .
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.8.a</b> Apply relevant <b>criteria</b> to examine, reflect on, and plan revisions for a work of <b>art</b> or design in progress.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.8.a</b> Develop and apply <b>criteria</b> for evaluating a collection of <b>artworks</b> for <b>presentation</b> .
<b>Analyze</b>	<b>VA:Pr5.8.a</b> Analyze and evaluate the reasons and ways an exhibition is presented.
<b>Share</b>	<b>VA:Pr6.8.a</b> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.8.a</b> Analyze how the method of display, location, and viewer’s experiences influence how of an <b>artwork</b> is perceived and valued.
<b>Analyze</b>	<b>VA:Re8.8.a</b> Interpret <b>art</b> by analyzing how the interaction of subject matter, <b>characteristics of form</b> and structure, use of <b>media, art-making processes</b> , and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
<b>Interpret</b>	<b>VA:Re9.8.a</b> Create a convincing and logical argument to support an evaluation of <b>art</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.8.a</b> Make <b>art collaboratively</b> to reflect on and reinforce positive aspects of group identity.
<b>Relate</b>	<b>VA:Cn11.8.a</b> Distinguish different ways <b>art</b> is used to represent, establish, reinforce, and reflect group identity.

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Visual Arts – High School Level 1	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.HS1.a</b> Use multiple approaches to begin and shape creative endeavors using <u>contemporary art</u> practices.
<b>Investigate</b>	<b>VA:Cr2.HS1.a</b> Engage in making a spontaneous work of <u>art</u> that may transform the perception and experience of a certain place and its impact on the environment.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.HS1.a</b> Apply relevant <u>criteria</u> from traditional and <u>contemporary cultural contexts</u> to examine, reflect on, and plan revisions for works of <u>art</u> and design in progress.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.HS1.a</b> Analyze, select, and <u>curate</u> artifacts and/or <u>artworks</u> for <u>presentation</u> and discuss <u>preservation</u> .
<b>Analyze</b>	<b>VA:Pr5.HS1.a</b> <u>Collaboratively</u> prepare and present selected theme-based <u>artwork</u> for display and formulate <u>exhibition narratives</u> for the viewer.
<b>Share</b>	<b>VA:Pr6.HS1.a</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.HS1.a</b> Hypothesize and analyze ways in which <u>visual imagery</u> influences perception and understanding of cultural experiences.
<b>Analyze</b>	<b>VA:Re8.HS1.a</b> Interpret an <u>artwork</u> or collection of works, supported by relevant and enough evidence found in the work and its various <u>contexts</u> .
<b>Interpret</b>	<b>VA:Re9.HS1.a</b> Establish <u>relevant criteria</u> to evaluate a work of <u>art</u> or collection of works.
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.HS1.a</b> Document the process of developing ideas from early stages to fully elaborated ideas.
<b>Relate</b>	<b>VA:Cn11.HS1.a</b> Describe how knowledge of culture, traditions, and history may influence personal responses to <u>art</u> .

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<b>Visual Arts – High School Level 2</b>	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.HS2.a</b> Choose from a range of <b>materials</b> and <b>methods</b> of traditional and <b>contemporary art</b> practices to plan works of <b>art</b> and design.
<b>Investigate</b>	<b>VA:Cr2.HS2.a</b> Design or redesign projects in response to <b>contemporary</b> issues that demonstrate an awareness of ethical implications of making and distributing creative works.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.HS2.a</b> Engage in constructive <b>critique</b> with peers, then reflect on, re-engage, revise, and refine works of <b>art</b> and design in response to personal artistic vision.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.HS2.a</b> Analyze, select, and <b>critique</b> personal <b>artwork</b> for a collection or <b>portfolio presentation</b> and <b>preservation</b> .
<b>Analyze</b>	<b>VA:Pr5.HS2.a</b> Evaluate, select, and apply <b>methods</b> or processes appropriate to display <b>artwork</b> in a specific place.
<b>Share</b>	<b>VA:Pr6.HS2.a</b> Make, explain, and justify connections between artists or <b>artwork</b> and social, cultural, and political history.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.HS2.a</b> Evaluate the effectiveness of an <b>image</b> or images to influence ideas, feelings, and behaviors of specific audiences.
<b>Analyze</b>	<b>VA:Re8.HS2.a</b> Identify types of contextual information useful in the process of constructing interpretations of an <b>artwork</b> or collection of works.
<b>Interpret</b>	<b>VA:Re9.HS2.a</b> Determine the relevance of <b>criteria</b> used by others to evaluate a work of <b>art</b> or collection of works.
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.HS2.a</b> Utilize inquiry <b>methods</b> of observation, research, and experimentation to explore unfamiliar subjects through <b>art</b> making.
<b>Relate</b>	<b>VA:Cn11.HS2.a</b> Compare uses of <b>art</b> in a variety of societal, cultural, and historical <b>contexts</b> and make connections to uses of <b>art</b> in <b>contemporary</b> and local <b>contexts</b> .

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Visual Arts – High School Level 3	
<b>Process Components</b>	<b>Creating</b>
<b>Investigate-Plan-Make</b>	<b>VA:Cr1.HS3.a</b> Choose <b>materials</b> and <b>methods</b> of traditional and <b>contemporary art</b> practices to visualize and hypothesize to generate plans for ideas and themes for creating <b>art</b> that can affect social change.
<b>Investigate</b>	<b>VA:Cr2.HS3.a</b> Experiment, plan, and demonstrate works of <b>art</b> that explore meaningful ideas and themes which enhance or show how some works inhibit or empower people's lives.
<b>Reflect-Refine-Continue</b>	<b>VA:Cr3.HS3.a</b> Reflect on, re-engage, revise, and refine works of <b>art</b> or design considering relevant traditional and <b>contemporary</b> , as well as personal artistic vision.
<b>Process Components</b>	<b>Presenting</b>
<b>Select</b>	<b>VA:Pr4.HS3.a</b> <b>Critique</b> , justify, and present choices in the process of analyzing, selecting, <b>curating</b> , and presenting and <b>preserving artwork</b> for a specific exhibit or event.
<b>Analyze</b>	<b>VA:Pr5.HS3.a</b> Investigate, compare, and contrast <b>methods</b> for <b>preserving</b> and protecting <b>art</b> .
<b>Share</b>	<b>VA:Pr6.HS3.a</b> <b>Curate</b> a collection of objects, artifacts, or <b>artwork</b> to impact the viewer's understanding of social, cultural, and/or political experiences.
<b>Process Components</b>	<b>Responding</b>
<b>Perceive</b>	<b>VA:Re7.HS3.a</b> Investigate how responses to <b>art</b> develop over time based on knowledge of and experience with <b>art</b> and life.
<b>Analyze</b>	<b>VA:Re8.HS3.a</b> Analyze differing interpretations of an <b>artwork</b> or collection of works in order to select and defend a plausible critical analysis.
<b>Interpret</b>	<b>VA:Re9.HS3.a</b> Construct evaluations of a work of <b>art</b> or collection of works based on differing sets of <b>criteria</b> .
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesize</b>	<b>VA:Cn10.HS3.a</b> Synthesize knowledge of social, cultural, historical, and personal life with <b>art-making processes</b> to create meaningful works of <b>art</b> or design.
<b>Relate</b>	<b>VA:Cn11.HS3.a</b> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

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Visual Arts – High School Levels 1-2-3	
Process Components	Creating
Investigate-Plan-Make	<b>VA:Cr1.HS1.a</b> Use multiple approaches to begin and shape creative endeavors using <b>contemporary art</b> practices.
	<b>VA:Cr1.HS2.a</b> Choose from a range of <b>materials</b> and <b>methods</b> of traditional and <b>contemporary art</b> practices to plan works of <b>art</b> and design.
	<b>VA:Cr1.HS3.a</b> Choose <b>materials</b> and <b>methods</b> of traditional and <b>contemporary art</b> practices to visualize and hypothesize to generate plans for ideas and themes for creating <b>art</b> that can affect social change.
Investigate	<b>VA:Cr2.HS1.a</b> Engage in making a spontaneous work of <b>art</b> that may transform the perception and experience of a certain place and its impact on the environment.
	<b>VA:Cr2.HS2.a</b> Design or redesign projects in response to <b>contemporary</b> issues that demonstrate an awareness of ethical implications of making and distributing creative works.
	<b>VA:Cr2.HS3.a</b> Experiment, plan, and demonstrate works of <b>art</b> that explore meaningful ideas and themes which enhance or show how some works inhibit or empower people's lives.
Reflect-Refine-Continue	<b>VA:Cr3.HS1.a</b> Apply relevant <b>criteria</b> from traditional and contemporary <b>cultural contexts</b> to examine, reflect on, and plan revisions for works of <b>art</b> and design in progress.
	<b>VA:Cr3.HS2.a</b> Engage in constructive <b>critique</b> with peers, then reflect on, re-engage, revise, and refine works of <b>art</b> and design in response to personal <b>artistic</b> vision.
	<b>VA:Cr3.HS3.a</b> Reflect on, re-engage, revise, and refine works of <b>art</b> or design considering relevant traditional and <b>contemporary</b> , as well as personal artistic vision.
Process Components	Presenting
Select	<b>VA:Pr4.HS1.a</b> Analyze, select, and <b>curate</b> artifacts and/or <b>artworks</b> for <b>presentation</b> and discuss <b>preservation</b> .
	<b>VA:Pr4.HS2.a</b> Analyze, select, and <b>critique</b> personal <b>artwork</b> for a collection or <b>portfolio presentation</b> and <b>preservation</b> .
	<b>VA:Pr4.HS3.a</b> <b>Critique</b> , justify, and present choices in the process of analyzing, selecting, <b>curating</b> , and presenting and <b>preserving artwork</b> for a specific exhibit or event.
Analyze	<b>VA:Pr5.HS1.a</b> <b>Collaboratively</b> prepare and present selected theme-based <b>artwork</b> for display and formulate <b>exhibition narratives</b> for the viewer.
	<b>VA:Pr5.HS2.a</b> Evaluate, select, and apply <b>methods</b> or processes appropriate to display <b>artwork</b> in a specific place.
	<b>VA:Pr5.HS3.a</b> Investigate, compare, and contrast <b>methods</b> for <b>preserving</b> and protecting <b>art</b> .
Share	<b>VA:Pr6.HS1.a</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.
	<b>VA:Pr6.HS2.a</b> Make, explain, and justify connections between artists or <b>artwork</b> and social, cultural, and political history.
	<b>VA:Pr6.HS3.a</b> <b>Curate</b> a collection of objects, artifacts, or <b>artwork</b> to impact the viewer's understanding of social, cultural, and/or political experiences.

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Process Components	Responding
Perceive	<b>VA:Re7.HS1.a</b> Hypothesize and analyze ways in which <b>visual imagery</b> influences perception and understanding of cultural experiences.
	<b>VA:Re7.HS2.a</b> Evaluate the effectiveness of an <b>image</b> or images to influence ideas, feelings, and behaviors of specific audiences.
	<b>VA:Re7.HS3.a</b> Investigate how responses to <b>art</b> develop over time based on knowledge of and experience with <b>art</b> and life.
Analyze	<b>VA:Re8.HS1.a</b> Interpret an <b>artwork</b> or collection of works, supported by relevant and enough evidence found in the work and its various <b>contexts</b> .
	<b>VA:Re8.HS2.a</b> Identify types of contextual information useful in the process of constructing interpretations of an <b>artwork</b> or collection of works.
	<b>VA:Re8.HS3.a</b> Analyze differing interpretations of an <b>artwork</b> or collection of works in order to select and defend a plausible critical analysis.
Interpret	<b>VA:Re9.HS1.a</b> Establish <b>relevant criteria</b> to evaluate a work of <b>art</b> or collection of works.
	<b>VA:Re9.HS2.a</b> Determine the relevance of <b>criteria</b> used by others to evaluate a work of <b>art</b> or collection of works.
	<b>VA:Re9.HS3.a</b> Construct evaluations of a work of <b>art</b> or collection of works based on differing sets of <b>criteria</b> .
Process Components	Connecting
Synthesize	<b>VA:Cn10.HS1.a</b> Document the process of developing ideas from early stages to fully elaborated ideas.
	<b>VA:Cn10.HS2.a</b> Utilize inquiry <b>methods</b> of observation, research, and experimentation to explore unfamiliar subjects through <b>art</b> making.
	<b>VA:Cn10.HS3.a</b> Synthesize knowledge of social, cultural, historical, and personal life with <b>art-making processes</b> to create meaningful works of <b>art</b> or design.
Relate	<b>VA:Cn11.HS1.a</b> Describe how knowledge of culture, traditions, and history may influence personal responses to <b>art</b> .
	<b>VA:Cn11.HS2.a</b> Compare uses of <b>art</b> in a variety of societal, cultural, and historical <b>contexts</b> and make connections to uses of <b>art</b> in <b>contemporary</b> and local <b>contexts</b> .
	<b>VA:Cn11.HS3.a</b> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

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## Glossary for Visual Arts Standards

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**Aesthetic:** A set of principles underlying and guiding the work of a specific artist or artistic movement.

**Appropriation:** Intentional borrowing, copying, and alteration of preexisting images and objects.

**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.”

**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 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.

**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.

**Constructed Environment:** Human-made space in which people live, work, and recreate on a day to day basis.

**Contemporary Art:** Art of today, it provides an opportunity to reflect on contemporary society and the issues relevant to ourselves, and the world around us.

**Copyrights:** 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.

**Creative Process:** Cognitive and physical actions by which arts learning and making are realized.

**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 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 specific work of art or design that are generated by identifying the significant characteristics of a 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 a certain 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 students 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 students 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 students 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:** 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. Principles of Design are: Balance, Proportion, Rhythm, Contrast, Emphasis, and Unity.

**Style:** Recognizable characteristics of art or design found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist.

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

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

**Text:** The 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 art or art exhibition, either a physical space or 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.