


# Visual Arts





**ART**


Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<b>Cr</b>  <b>Creating</b>  <b>Conceiving and developing new artistic ideas and work.</b>	12. Generate and conceptualize artistic work. 13. Organize and develop artistic ideas and work. 14. Refine and complete artistic work.	12. a. Creativity and innovative thinking are essential life skills that can be developed. b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. 13. a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. 14. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.	12. a. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? b. How does knowing the context, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations? 13. a. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or designs that effectively communicate? 14. 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?
<b>Pr</b>  <b>Presenting</b>	15. Select, analyze, and interpret artistic work for performance. 16. Develop and refine artistic techniques and work for presentation. 17. Convey meaning through the presentation of artistic work.	15. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. 16. Artists, curators, and others consider a variety of factors and methods, including evolving technologies, when preparing and	15. 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? 16. What methods and processes are considered when preparing artwork for presentation or preservation? How does


<b>Realizing artistic ideas and work through interpretation and presentation.</b>		refining artwork for display and/or deciding if and how to preserve and protect it. 17. 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.	refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? 17. What is an art museum? How does presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?
<b>Re</b>  <b>Responding</b>  <b>Understanding and evaluating how the arts convey meaning.</b>	18. Perceive and analyze artistic work. 19. Interpret intent and meaning in artistic work. 20. Apply criteria to artistic work.	18. a. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. b. Visual imagery influences understanding of and responses to the world. 19. People gain insights into the meanings of artworks by engaging in the process of art criticism. 20. People evaluate art based on various criteria.	18. a. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? b. What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? 19. What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? 20. 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?
<b>Cn</b>  <b>Connecting</b>  <b>Relating artistic ideas and work with personal meaning and external context.</b>	21. Synthesize and relate knowledge and personal experiences to make art. 22. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	21. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience. 22. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	21. 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? 22. 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?

	Creating	Presenting	Responding	Connecting
Kindergarten	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Engage in exploration (e.g., noticing cause and effect relationships), and <b>imaginative play</b> with <b>materials</b> (e.g., paper, markers, clay, crayons). b. Engage <b>collaboratively</b> (e.g., using manipulative for construction, adding to a group collage) in creative <b>art-making</b> in response to an artistic problem.	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Identify reasons for saving and displaying objects, artifacts, and <b>artwork</b> .	<b>7. Perceive and Analyze Artistic Work</b> a. Identify various types of <b>art</b> (e.g., drawing, painting, sculpture, architecture). b. Describe what an <b>image</b> represents.	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Create <b>art</b> that tells a story about a life experience.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Through experimentation, build skills in various <b>media</b> and approaches to <b>art-making</b> (e.g., using the elements of modern art, applying artistic ideas from diverse cultures). b. Observe safe practices with <b>art materials</b> , tools, and equipment. c. Create <b>art</b> that represents natural and <b>constructed environments</b> .	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Explain the purpose of a <b>portfolio</b> collection (e.g., keeping <b>artworks</b> safe, reviewing <b>artworks</b> later, deciding which <b>artworks</b> are best).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Interpret identifying subject matter and describing relevant details.	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Identify the purpose of an <b>artwork</b> .
	<b>3. Refine and Complete Artistic Work</b> a. Explain the process and/or subject matter of personal <b>artwork</b> .	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Explain what an <b>art</b> museum is and distinguish how an <b>art</b> museum is different from other buildings.	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Explain reasons for selecting a preferred <b>artwork</b> .	


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Grade 1	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Engage <b>collaboratively</b> (e.g., pairs, small groups, whole group) in exploration and <b>imaginative play</b> with <b>materials</b> (e.g., puppets, model towns, paper murals). b. Use careful observation in preparation for making a work of <b>art</b> .	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Explain why some objects, artifacts, and <b>artwork</b> are valued over others.	<b>7. Perceive and Analyze Artistic Work</b> a. Select and describe the subject matter of <b>art</b> (e.g., <b>artworks</b> that illustrate daily life experiences of yourself and others). b. Compare <b>images</b> that represent the same subject matter.	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Identify times, places, and reasons by which students make <b>art</b> outside of school.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Explore uses of <b>materials</b> , tools, approaches (e.g., using elements of modern art, applying artistic ideas from diverse cultures) to create works of <b>art</b> or <b>design</b> . b. Demonstrate safe and proper procedures for using <b>materials</b> , tools, and equipment while making <b>art</b> . c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Give reasonable answers to questions about preserving <b>artworks</b> (e.g., where, when, why, how <b>artwork</b> should be preserved).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Interpret identifying subject matter and describing relevant details.	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Identify a variety of reasons why people from different places and times make <b>art</b> (e.g., to express themselves, to tell a story, to make things look beautiful, to remember special people and events).
	<b>3. Refine and Complete Artistic Work</b> 1.3a. Use <b>art</b> vocabulary to describe choices in personal <b>artwork</b> .	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Identify the roles and responsibilities of people who work in and visit museums and other <b>art venues</b> .	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Classify <b>artwork</b> based on different reasons for preferences (e.g., favorite color, favorite subject matter).	


	Creating	Presenting	Responding	Connecting
Grade 2	<b>1. Generate and Conceptualize Artistic Ideas</b> a. <b>Brainstorm collaboratively</b> (e.g., contributing to and listening to various ideas) multiple approaches to <b>art</b> or <b>design</b> problems (e.g., celebrations, cross-curriculum projects, school events). b. Make <b>art</b> or <b>design</b> to explore personal interests, questions, and curiosity.	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Explain why some objects, artifacts, and <b>artwork</b> are valued over others.	<b>7. Perceive and Analyze Artistic Work</b> a. Select and describe the subject matter of <b>art</b> (e.g., <b>artworks</b> that illustrate daily life experiences of yourself and others). b. Compare <b>images</b> that represent the same subject matter.	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Identify times, places, and reasons by which students make <b>art</b> outside of school.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Explore uses of <b>materials</b> , tools, approaches (e.g., using elements of modern art, applying artistic ideas from diverse cultures) to create works of <b>art</b> or <b>design</b> . b. Demonstrate safe and proper procedures for using <b>materials</b> , tools, and equipment while making <b>art</b> . c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Give reasonable answers to questions about preserving <b>artworks</b> (e.g., where, when, why, how <b>artwork</b> should be preserved).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Interpret identifying subject matter and describing relevant details.	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Identify a variety of reasons why people from different places and times make <b>art</b> (e.g., to express themselves, to tell a story, to make things look beautiful, to remember special people and events).
	<b>3. Refine and Complete Artistic Work</b> a. Use <b>art</b> vocabulary to describe choices in personal <b>artwork</b> .	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Identify the roles and responsibilities of people who work in and visit museums and other <b>art venues</b> .	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Classify <b>artwork</b> based on different reasons for preferences (e.g., favorite color, favorite subject matter).	


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Grade 3	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Create an imaginative <b>artwork</b> (e.g., a work that responds to a story or invented fantasy) and add details. b. Investigate personal ideas through the <b>art-making</b> process.	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Investigate and discuss possibilities and limitations of spaces (e.g., classroom bulletin board, school lobby, local business, museum, internet) for exhibiting work.	<b>7. Perceive and Analyze Artistic Work</b> a. Use art-specific vocabulary to speculate about processes an artist used to create a work of <b>art</b> (e.g., pasted paper in a collage and brush marks in a painting) b. Determine messages communicated by an <b>image</b> (e.g., a deer in Native American petroglyphs, animal crossing signs, John Deere logo).	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Develop a work of <b>art</b> based on observations of surroundings.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Create <b>artwork</b> using a variety of artistic processes, <b>materials</b> , and approaches (e.g., elements and principles of modern art, applying artistic ideas from diverse cultures). b. Demonstrate an understanding of the safe and proficient use of <b>materials</b> , tools, and equipment for a variety of artistic processes. c. Individually or <b>collaboratively</b> construct representations, diagrams, or maps of places that are part of everyday life.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Identify appropriate exhibit space and prepare works of <b>art</b> for presentation (e.g., counter space, bulletin board, display case, <b>media</b> center) and write an <b>artistic statement</b> (e.g., descriptive sentence).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Interpret <b>art</b> by referring to contextual information (e.g., the artist's life and times) and analyzing relevant subject matter, elements, and principles, and use of <b>media</b> .	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Recognize that responses to <b>art</b> change depending on knowledge of the time and place in which it was made (e.g., using a t-chart to compare initial responses to those formed after study of the <b>context</b> ).
	<b>3. Refine and Complete Artistic Work</b> a. Elaborate visual information by adding details to an <b>artwork</b> .	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Identify and explain how and where different cultures record and illustrate stories and <b>preserve</b> history through <b>art</b> .	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Distinguish your preference for an <b>artwork</b> from your evaluation of that <b>artwork</b> (e.g., "I like it," is a preference while "It is good because..." is an evaluation).	


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Grade 4	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Independently <b>brainstorm</b> multiple approaches to solve a creative <b>art</b> or <b>design</b> problem. b. <b>Collaboratively</b> set goals and create <b>artwork</b> that is meaningful and has purpose to the makers (e.g., individual works with a similar purpose or group work with shared goals).	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Analyze how past, present, and emerging <b>technologies</b> have impacted the presentation of <b>artwork</b> (e.g., photographic/digital reproductions, posters, postcards, printouts, photocopies).	<b>7. Perceive and Analyze Artistic Work</b> a. Use art-specific vocabulary compare responses to a work of <b>art</b> before and after working in similar <b>media</b> . b. Analyze components (e.g., elements and principles in modern art, visual traditions of indigenous peoples) in imagery that convey messages.	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Create a work of <b>art</b> that reflects community or <b>cultural traditions</b> .
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Develop technical skills and explore <b>art-making approaches</b> (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures). b. When making works of art, utilize and care for <b>materials</b> , tools, and equipment, and practice safe and responsible digital posting/sharing with awareness of <b>image</b> ownership. c. Describe and visually represent regional constructed environments (e.g., school, playground, park, street, store).	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Analyze the various considerations for presenting and protecting <b>art</b> (e.g., the work of indigenous peoples in archeological sites or museums, indoor or outdoor public <b>art</b> in various settings, other <b>art</b> in temporary or permanent forms both in physical or <b>digital formats</b> ).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Interpret <b>art</b> by referring to contextual information and analyzing relevant subject matter, use of <b>media</b> , and elements and principles, or artistic norms of the culture within which the <b>artwork</b> is made.	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Through observation, infer information about time, place, and culture in which a work of <b>art</b> was created (e.g., examining <b>genre</b> scenes, cityscapes, portraits from different eras).
	<b>3. Refine and Complete Artistic Work</b> a. Revise <b>artwork</b> in progress on the basis of insights gained through peer discussion.	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Compare purposes of exhibiting <b>art</b> in virtual museums, art museums, art galleries, community art centers, or other <b>venues</b> (e.g., school lobbies, bulletin boards, local businesses).	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Evaluate an <b>artwork</b> based on given <b>criteria</b> (e.g., realism, usefulness, expressiveness, formal excellence, craftsmanship).	





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Grade 5	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Combine ideas to generate an innovative idea for <b>art</b> making. b. Identify and demonstrate diverse methods of <b>artistic investigation</b> (e.g., researching subject matter, techniques, the work of other artists) to choose an approach for beginning a work of <b>art</b> .	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Define the roles and responsibilities of museum professionals (e.g., museum educator, curator, security guard, conservator, docent, exhibition designer). Explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and <b>artwork</b> .	<b>7. Perceive and Analyze Artistic Work</b> a. Use art-specific vocabulary to compare how <b>artworks</b> made in different cultures reflect the times and places in which they were made. b. Identify and analyze cultural associations suggested by <b>visual imagery</b> (e.g., skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom).	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Create a work of <b>art</b> that reflects or is inspired by the natural and/or built environment in a new way.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Develop skills in multiple <b>art-making</b> techniques and experiment with approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures through practice. b. Demonstrate quality craftsmanship through care and use of <b>materials</b> , tools, and equipment. c. Describe and visually document places and/or objects of personal significance.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Develop a logical argument for safe and effective use of <b>materials</b> and techniques for preparing and presenting <b>artwork</b> (e.g., debating or writing about the care and transportation of personal <b>artwork</b> , care of family heirlooms, unprotected Native American petroglyphs).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Distinguish between relevant and non-relevant contextual information (e.g., artist's life and times) to support an interpretation of the mood, message, or meaning of that <b>artwork</b> .	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Identify how <b>art</b> is used to inform or change beliefs, values, or behaviors of an individual or society (e.g., religious <b>art</b> can illustrate a group's beliefs, community murals can reflect concerns of the neighborhood, an advertising <b>image</b> can be persuasive).
	<b>3. Refine and Complete Artistic Work</b> a. Create an artistic statement using <b>art</b> vocabulary to describe personal choices in <b>art-making</b> .	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Cite evidence about how an exhibition in a museum or other <b>venue</b> (e.g., school lobby, bulletin board, local business) presents ideas and provides information about a specific concept or topic.	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Recognize differences in <b>criteria</b> used to evaluate works of <b>art</b> depending on <b>styles</b> (e.g., Cubist, Anasazi, Harlem Renaissance), <b>genres</b> (e.g., portrait, still life, landscape), and <b>media</b> .	


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Grade 6	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Combine ideas to generate an innovative idea for <b>art</b> making. b. Identify and demonstrate diverse methods of <b>artistic investigation</b> (e.g., researching subject matter, techniques, the work of other artists) to choose an approach for beginning a work of <b>art</b> .	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Define the roles and responsibilities of museum professionals (e.g., museum educator, curator, security guard, conservator, docent, exhibition designer). Explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and <b>artwork</b> .	<b>7. Perceive and Analyze Artistic Work</b> a. Use art-specific vocabulary to compare how <b>artworks</b> made in different cultures reflect the times and places in which they were made. b. Identify and analyze cultural associations suggested by <b>visual imagery</b> (e.g., skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom).	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Create a work of <b>art</b> that reflects or is inspired by the natural and/or built environment in a new way.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Develop skills in multiple <b>art-making</b> techniques and experiment with approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures through practice. b. Demonstrate quality craftsmanship through care and use of <b>materials</b> , tools, and equipment. c. Describe and visually document places and/or objects of personal significance.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Develop a logical argument for safe and effective use of <b>materials</b> and techniques for preparing and presenting <b>artwork</b> (e.g., debating or writing about the care and transportation of personal <b>artwork</b> , care of family heirlooms, unprotected Native American petroglyphs).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Distinguish between relevant and non-relevant contextual information (e.g., artist's life and times) to support an interpretation of the mood, message, or meaning of that <b>artwork</b> .	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Identify how <b>art</b> is used to inform or change beliefs, values, or behaviors of an individual or society (e.g., religious <b>art</b> can illustrate a group's beliefs, community murals can reflect concerns of the neighborhood, an advertising <b>image</b> can be persuasive).
	<b>3. Refine and Complete Artistic Work</b> a. Create an artistic statement using <b>art</b> vocabulary to describe personal choices in <b>art-making</b> .	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Cite evidence about how an exhibition in a museum or other <b>venue</b> (e.g., school lobby, bulletin board, local business) presents ideas and provides information about a specific concept or topic.	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Recognize differences in <b>criteria</b> used to evaluate works of <b>art</b> depending on <b>styles</b> (e.g., Cubist, Anasazi, Harlem Renaissance), <b>genres</b> (e.g., portrait, still life, landscape), and <b>media</b> .	

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Grade 7	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Apply strategies to overcome creative blocks (e.g., redefine view from different perspective, take a break and look at classmates' work). b. Develop <b>criteria</b> (e.g., identifying the desired qualities of the final <b>artwork</b> ) to guide making a work of <b>art</b> or <b>design</b> to meet an identified goal.	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Compare how <b>technologies</b> have changed the way <b>artwork</b> is presented and experienced (e.g., audio tours, interactive screens, digital projections, virtual tours).	<b>7. Perceive and Analyze Artistic Work</b> a. Explain how the location of <b>artworks/artifacts</b> (e.g., katsinas in museums or in ceremonial sites) influence how they are perceived and valued. b. Analyze multiple ways that <b>images</b> influence specific audiences (e.g., flags at the opening ceremony of the Olympic games, athletic logos at sporting events, costumes as sci-fi convention).	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Make <b>art</b> inspired by community <b>art</b> and/or by <b>art</b> made by local artists.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Demonstrate persistence in developing skills with various <b>materials</b> , methods, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) in creating works of <b>art</b> or <b>design</b> . b. Apply standards of craftsmanship with tools, <b>materials</b> , and processes, and demonstrate awareness of ethical responsibility to yourself and others with posting and sharing <b>images</b> and other <b>materials</b> through the internet, social <b>media</b> , and other communication formats. c. Apply <b>visual organizational strategies</b> to <b>design</b> and produce a work of art, <b>design</b> , or <b>media</b> that clearly communicates information or ideas.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Based on <b>criteria</b> (e.g., visual similarities, media, unity of subject matter) analyze and evaluate methods for preparing and presenting <b>artworks</b> in an exhibition (e.g., collection of postcard reproductions, student <b>artwork</b> , objects of visual culture).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Cite specific evidence from an <b>artwork</b> (e.g., subject matter, <b>media</b> , artistic norms of diverse cultures, social issues in contemporary art) and relevant evidence from the <b>context</b> (e.g., artist life and times) to support an interpretation of the mood, message, or meaning of that <b>artwork</b> .	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Analyze how response to <b>art</b> is influenced by understanding the time and place in which it was created, the available resources (e.g., American folk portraits made for everyday people available before photography, Stonehenge built with massive stones from far away) and cultural uses (e.g., expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries).
	<b>3. Refine and Complete Artistic Work</b> a. Reflect on and explain important information about personal <b>artwork</b> in an <b>artist statement</b> or another format (e.g., essay, story, poem).	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Analyze how <b>preservation</b> and security measures can affect viewing and experiencing <b>art</b> .	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Compare and explain the difference between an evaluation of an <b>artwork</b> based on articulated <b>personal criteria</b> and an evaluation of an <b>artwork</b> based on a set of <b>criteria</b> established by art specialists (e.g., <b>curators</b> , art historians, reviewers, other artists).	

	Creating	Presenting	Responding	Connecting
Grade 8	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Document early stages of the creative process with <b>images</b> or words in traditional or new <b>media</b> (e.g., sketchbook/journal, digital recordkeeping). b. <b>Collaboratively</b> shape an <b>artistic investigation</b> of an aspect of present-day life using contemporary practices of <b>art</b> and <b>design</b> .	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Develop and apply <b>criteria</b> for evaluating a collection of <b>artworks</b> for presentation (e.g., grouping strategies, consideration of eye level, measuring).	<b>7. Perceive and Analyze Artistic Work</b> a. Explain how artists' choices of visual <b>characteristics</b> (e.g., elements and principles in Western <b>art</b> or other culture's visual traditions) are influenced by the culture and environment in which they live. b. Compare and contrast <b>contexts</b> (e.g., video games, music concerts, powwows) in which viewers encounter <b>images</b> that influence ideas, emotions, and actions.	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Make <b>art collaboratively</b> to reflect on and reinforce positive aspects of group identity.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Take risks to pursue ideas, themes, meanings, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) that emerge in the process of <b>art-making</b> or designing. b. Use tools, <b>materials</b> , and processes purposefully and demonstrate awareness of practices, issues, and ethics of <b>appropriation</b> , <b>fair use</b> , <b>copyright</b> , <b>open source</b> , and <b>creative commons</b> as they apply to creating works of <b>art</b> and design. c. Select, organize, and design <b>images</b> and words to make visually clear and compelling presentations.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. <b>Collaboratively</b> prepare and present selected theme-based (e.g., joy, celebration, protest, environment) <b>artwork</b> for display, and formulate <b>exhibition narratives</b> (e.g., <b>text</b> panel, video introduction, docent talk) for the viewer.	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Create a convincing and logical argument to support an evaluation of <b>art</b> by citing both evidence visible in the <b>artwork</b> (a primary source) and published verbal information (either primary or secondary sources/s) about the <b>artwork</b> or about the artist who made it.	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Distinguish different ways <b>art</b> is used to represent, establish, reinforce, and reflect group identity (e.g., examining <b>art</b> related to musical groups, international costumes, sports teams, special interest clubs).
	<b>3. Refine and Complete Artistic Work</b> a. Apply <b>relevant criteria</b> (e.g., craftsmanship, originality, well-organized composition) to examine, reflect on, and plan revisions for a work of <b>art</b> or design in progress.	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Analyze how the choice of what <b>art</b> or design to <b>preserve</b> reflects the values of the community.	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Create a convincing and logical argument to support an evaluation of <b>art</b> by citing both primary and secondary sources.	

	Creating	Presenting	Responding	Connecting
HS Proficient	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Use multiple approaches (e.g., exploring <b>artwork</b> from the past, experimenting with <b>materials</b> , expressing a personal concern) to begin creative endeavors. b. Shape an <b>artistic investigation</b> of an aspect of present-day life using contemporary practice of <b>art</b> or design.	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Analyze, select, and <b>curate</b> artifacts (e.g., pop culture items, heirlooms, personal collections) and/or <b>artworks</b> for presentation (e.g., spaces in the classroom, digital presentation, school campus, local business, public spaces).	<b>7. Perceive and Analyze Artistic Work</b> a. Speculate about ways in which <b>art</b> impacts people's perception and understanding of human experiences (e.g., the impact of Diego Rivera's political murals, Pablo Picasso's <i>Guernica</i> , Jacob Lawrence's "Migration Series"). b. Analyze how your understanding of the world is affected by experiencing <b>visual imagery</b> (e.g., icons, logos, advertisements).	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Document the process of developing ideas that reflect group concerns from early stages to fully elaborate ideas.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Engage in making works of <b>art</b> or design both spontaneously and deliberately (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art). b. Explain how traditional and non-traditional <b>materials</b> may impact human health and the environment, and demonstrate safe and skillful handling of <b>materials</b> , tools, and equipment c. <b>Collaboratively</b> develop a proposal for an installation, <b>artwork</b> , or space design that transforms the perception and experience of a particular place.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Analyze and evaluate the reasons (e.g., showcasing student <b>artwork</b> , recording the past, provoking thought, learning about other cultures, protecting vulnerable <b>artworks</b> ) and ways an exhibition is presented (e.g., examining an exhibition catalogue, visiting an online exhibition, visiting a museum).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Interpret an <b>artwork</b> or collection of <b>artworks</b> , supported by relevant and sufficient evidence (e.g., subject matter, <b>media</b> , elements and principles of modern art, artistic norms of diverse cultures, social issues in contemporary art) found in the work and its various <b>contexts</b> (e.g., artists life and times).	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Describe how knowledge of culture, traditions, and history may influence personal responses to arts (e.g., compare initial response to an <b>artwork</b> at the beginning of the course and periodically throughout the course to identify changes in perception after study of the <b>context</b> ).
	<b>3. Refine and Complete Artistic Work</b> a. Apply traditional, cultural, or <b>contemporary criteria</b> to examine, reflect on, and plan revisions for works of <b>art</b> and design in progress.	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Establish <b>relevant criteria</b> , as distinct from personal preference, to evaluate a work of <b>art</b> or collection of works.	

	Creating	Presenting	Responding	Connecting
HS Accomplished	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Individually or <b>collaboratively</b> formulate new creative problems based on student's existing <b>artwork</b> . b. Plan personal <b>artwork</b> or design choosing from a range of traditional and <b>contemporary artistic practices</b> .	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Examine, select, and justify choices of personal <b>artwork</b> for a collection or <b>portfolio</b> presentation.	<b>7. Perceive and Analyze Artistic Work</b> a. Use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed devices (e.g., electronic devices, household appliances, shopping malls). b. Evaluate the effectiveness of an <b>image</b> or <b>images</b> to influence ideas, feelings, and behaviors of specific posters, ideal <b>images</b> of women, marketing campaigns).	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Utilize inquiry methods of observation, research, and experimentation to explore community concerns through <b>art-making</b> .
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen <b>art</b> form using various approaches (e.g., using the elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art). b. Use art <b>media</b> with skill, purpose, and craftsmanship; and demonstrate awareness of ethical implications of making and distributing creative work. c. Redesign an <b>artwork</b> , everyday object, or place in response to contemporary issues (e.g., "Sun Mad" by Yolanda Lopez, "George Washington Carver Crossing the Delaware" by Robert Colescott, vacant lot as community garden.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Evaluate, select, and apply methods or processes appropriate to display and preserve <b>artwork</b> in a specific place (e.g., spaces in the classroom, school campus, local business, public spaces).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Construct a persuasive interpretation of an <b>artwork</b> or collection informed by the perspective of an art specialist(s) (e.g., art historians, art critics, <b>curators</b> , reviewers, and other artists).	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. 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 contemporary and local <b>contexts</b> .
	<b>3. Refine and Complete Artistic Work</b> a. Engage in constructive <b>critique</b> with peers, then reflect on, re-engage, revise, and refine works of <b>art</b> .	<b>6. Convey Meaning Through the Presentation of Artistic Work</b> a. Make, explain, and justify connections between artists or <b>artwork</b> and social, cultural, and political history.	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Determine the relevance of <b>criteria</b> used by others (e.g., the general public compared to art specialist) to evaluate a work of <b>art</b> or collection of works.	

	Creating	Presenting	Responding	Connecting
HS Advanced	<b>1. Generate and Conceptualize Artistic Ideas</b> a. Visualize and hypothesize to generate plans for creating <b>art</b> or design that explores social issues. b. Follow or break established conventions in the making of multiple works of <b>art</b> or design based on a theme, idea, or concept.	<b>4. Select, Analyze, and Interpret Artistic Work for Performance</b> a. Analyze, select, <b>curate</b> , and present <b>artwork</b> for a specific exhibit or event.	<b>7. Perceive and Analyze Artistic Work</b> a. Reflect upon how responses to <b>art</b> develop overtime based on knowledge of and experience with <b>art</b> and life. b. Identify commonalities in visual <b>images</b> made in the same era or culture (e.g., fashion, automotive design, furniture, buildings).	<b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b> a. Synthesize knowledge of social, cultural, historical, and personal life with <b>art-making approaches</b> to create meaningful works of <b>art</b> or design.
	<b>2. Organize and Develop Artistic Ideas and Work</b> a. Experiment, plan, and make multiple works of <b>art</b> and design that explore a personally meaningful theme, idea, or concept. b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of <b>images, materials</b> , tools, and equipment in the creation and circulation of creative work. c. Demonstrate in works of <b>art</b> or design how visual and <b>material culture</b> defines, shapes, enhances, inhibits, and/or empowers people's lives.	<b>5. Develop and Refine Artistic Techniques and Work for Presentation</b> a. Investigate and compare methods for preserving and protecting <b>art</b> (e.g., conserving/stabilizing, restoring/repairing, repatriating, addressing security concerns).	<b>8. Interpret Intent and Meaning in Artistic Work</b> a. Defend a plausible interpretation of an <b>artwork</b> in comparison to the artist's stated intention for that <b>artwork</b> .	<b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b> a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society (e.g., Chinese propaganda art, James Montgomery's Uncle Sam army recruitment poster, Kathe Kollwitz woodcuts, Cesar Chavez's eagle symbol for the United Farm Workers, Elizabeth Catlett's "Sharecropper").
	<b>3. Refine and Complete Artistic Work</b> a. Reflect on, re-engage, revise, and refine works of <b>art</b> or design considering relevant traditional and <b>contemporary criteria</b> as well as personal artistic vision.	<b>6. Convey Meaning Through the Presentation of Artistic Work</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.	<b>9. Apply Criteria to Evaluate Artistic Work</b> a. Construct evaluations of a work of <b>art</b> or collection of works based on sets of <b>criteria</b> .	





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