

GRADE 6: CREATING

| GRADE 6: CREATING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Components: Investigate Plan Make | <ul style="list-style-type: none"> • EU: Creativity and innovative thinking are essential life skills that can be developed. • EQ: 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? | VA:Cr1.1.6 Combine concepts collaboratively to generate innovative ideas for creating art. |
| | <ul style="list-style-type: none"> • EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. • EQ: How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? | VA: Cr1.2.6 Formulate an artistic investigation of personally relevant content for creating art. |

Anchor Standard 1: Generate and conceptualize artistic ideas and works.

GRADE 6: CREATING

| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| Process Component: Investigate | <ul style="list-style-type: none"> • EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • EQ: 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? | <p>VA:Cr2.1.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> |
| | <ul style="list-style-type: none"> • EU: Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork. • EQ: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? | <p>VA: Cr2.2.6 Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> |
| | <ul style="list-style-type: none"> • EU: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • EQ: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate? | <p>VA: Cr2.3.6 Design or redesign objects, places, or systems that meet the identified need of diverse users.</p> |

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

GRADE 6: CREATING

| Process Components: Reflect Refine Continue | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| | <ul style="list-style-type: none"> • EU: Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time. • EQ: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely. | <p>VA:Cr3.1.6 Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> |

Anchor Standard 3: Refine and complete artistic work.

GRADE 6: PRESENTING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Select | <ul style="list-style-type: none"> • EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations. • EQ: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation? | <p>VA:Pr4.1.6</p> <p>Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</p> |

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

GRADE 6: PRESENTING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Analyze | <ul style="list-style-type: none"> • EU: Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it. • EQ: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selectin work for presentation, a portfolio, or a collection? | <p>VA:Pr5.1.6</p> <p>Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> |

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

GRADE 6: PRESENTING

| GRADE 6: PRESENTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Share | <ul style="list-style-type: none"> • EU: 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. • EQ: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding? | <p>VA:Pr6.1.6 Access, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> |

Anchor Standard 6: Convey meaning through the presentation of artistic work.

GRADE 6: RESPONDING

| GRADE 6: RESPONDING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Perceive | <ul style="list-style-type: none"> • EU: 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. • EQ: 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? | <p>VA:Re7.1.6 Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> |
| | <ul style="list-style-type: none"> • EU: Visual imagery influences understanding of and responses to the world. • EQ: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? | <p>VA: Re7.2.6 Analyze ways that visual components and cultural associations suggested by images influence ideas, emotion, an actions.</p> |

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 6: RESPONDING

| Process Component: Analyze | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| | <ul style="list-style-type: none">• EU: People gain insights into meanings of artworks by engaging in the process of art criticism.• EQ: 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? | VA:Re8.1.6 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. |

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

GRADE 6: RESPONDING

| Process Component: Interpret | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| | <ul style="list-style-type: none">• EU: People evaluate art based on various criteria.• EQ: 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? | VA:Re9.1.6 Develop and apply relevant criteria to evaluate a work of art. |

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 6: CONNECTING

| GRADE 6: CONNECTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Synthesize | <ul style="list-style-type: none"> • EU: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • EQ: 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? | <p>VA:Cn10.1.6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> |

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

GRADE 6: CONNECTING

| Process Component: Relate | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| | <ul style="list-style-type: none"> • EU: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. • EQ: 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 aspect of life? | <p>VA:Cn11.1.6 Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> |

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

GRADE 7: CREATING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Components: Investigate Plan Make | <ul style="list-style-type: none"> • EU: Creativity and innovative thinking are essential life skills that can be developed. • EQ: 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? | VA:Cr1.1.7 Apply methods to overcome creative blocks. |
| | <ul style="list-style-type: none"> • EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. • EQ: How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? | VA: Cr1.2.7 Develop criteria to guide making a work of art or design to meet an identified goal. |

Anchor Standard 1: Generate and conceptualize artistic ideas and works.

GRADE 7: CREATING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Investigate | <ul style="list-style-type: none"> • EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • EQ: 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? | <p>VA:Cr2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> |
| | <ul style="list-style-type: none"> • EU: Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork. • EQ: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? | <p>VA: Cr2.2.7 Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.</p> |
| | <ul style="list-style-type: none"> • EU: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • EQ: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate? | <p>VA: Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> |

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

GRADE 7: CREATING

| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| Process Components: Reflect Refine Continue | <ul style="list-style-type: none"> • EU: Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time. • EQ: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely. | <p>VA:Cr3.1.7</p> <p>Reflect on and explain important information about personal artwork in an artist statement or other format.</p> |

Anchor Standard 3: Refine and complete artistic work.

GRADE 7: PRESENTING

| GRADE 7: PRESENTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Select | <ul style="list-style-type: none"> • EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations. • EQ: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation? | <p style="color: #00AEEF; margin: 0;">VA:Pr4.1.7</p> <p style="margin: 0;">Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p> |

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

GRADE 7: PRESENTING

| GRADE 7: PRESENTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Analyze | <ul style="list-style-type: none"> • EU: Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it. • EQ: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? | <p>VA:Pr5.1.7 Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> |

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

GRADE 7: PRESENTING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Share | <ul style="list-style-type: none"> • EU: 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. • EQ: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding? | <p>VA:Pr6.1.7 Compare and contrast viewing and experiencing collections and exhibitions in different venues.</p> |

Anchor Standard 6: Convey meaning through the presentation of artistic work.

GRADE 7: RESPONDING

| GRADE 7: RESPONDING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Perceive | <ul style="list-style-type: none"> • EU: 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. • EQ: 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? | <p>VA:Re7.1.7 Explain how the method of display, the location, and the experience of a n artwork influence how it is perceived and valued.</p> |
| | <ul style="list-style-type: none"> • EU: Visual imagery influences understanding of and responses to the world. • EQ: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? | <p>VA: Re7.2.7 Analyze multiple ways that images influence specific audiences.</p> |

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 7: RESPONDING

| Process Component: Analyze | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| | <ul style="list-style-type: none"> • EU: People gain insights into meanings of artworks by engaging in the process of art criticism. • EQ: 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? | <p>VA:Re8.1.7</p> <p>Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p> |

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

GRADE 7: RESPONDING

| Process Component: Interpret | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
|---------------------------------|---|---|
| | <ul style="list-style-type: none">• EU: People evaluate art based on various criteria.• EQ: 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? | VA:Re9.1.7 Compare and explain the differences between an evaluation of an artwork base on personal criteria and an evaluation of an artwork based on a set of established criteria. |

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 7: CONNECTING

| GRADE 7: CONNECTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Synthesize | <ul style="list-style-type: none"> • EU: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • EQ: 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? | <p>VA:Cn10.1.7 Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in community.</p> |

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

GRADE 7: CONNECTING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Relate | <ul style="list-style-type: none"> • EU: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. • EQ: 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 aspect of life? | <p style="color: #00AEEF; margin: 0;">VA:Cn11.1.7</p> <p>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> |

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

GRADE 8: CREATING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Components: Investigate Plan Make | <ul style="list-style-type: none"> • EU: Creativity and innovative thinking are essential life skills that can be developed. • EQ: 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? | VA:Cr1.1.8 Document early stages of the creative process visually and/or verbally in traditional or new media. |
| | <ul style="list-style-type: none"> • EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. • EQ: How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? | VA: Cr1.2.8 Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design. |

Anchor Standard 1: Generate and conceptualize artistic ideas and works.

GRADE 8: CREATING

| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| Process Component: Investigate | <ul style="list-style-type: none"> EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. EQ: 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? | <p>VA:Cr2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> |
| | <ul style="list-style-type: none"> EU: Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork. EQ: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? | <p>VA: Cr2.2.8 Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.</p> |
| | <ul style="list-style-type: none"> EU: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. EQ: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate? | <p>VA: Cr2.3.8 Select, organize, and design images and words to make visually clear and compelling presentations.</p> |

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

GRADE 8: CREATING

| Process Components: Reflect Refine Continue | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| | <ul style="list-style-type: none"> • EU: Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time. • EQ: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely. | <p>VA:Cr3.1.8. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> |

Anchor Standard 3: Refine and complete artistic work.

GRADE 8: PRESENTING

| GRADE 8: PRESENTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Select | <ul style="list-style-type: none"> • EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations. • EQ: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation? | <p style="color: #00AEEF; margin: 0;">VA:Pr4.1.8</p> <p style="margin: 0;">Develop and apply criteria for evaluating a collection of artwork for presentation.</p> |

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

GRADE 8: PRESENTING

| GRADE 8: PRESENTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Analyze | <ul style="list-style-type: none"> • EU: Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it. • EQ: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? | <p>VA:Pr5.1.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> |

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

GRADE 8: PRESENTING

| GRADE 8: PRESENTING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Share | <ul style="list-style-type: none"> • EU: 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. • EQ: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding? | <p>VA:Pr6.1.8 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p> |

Anchor Standard 6: Convey meaning through the presentation of artistic work.

GRADE 8: RESPONDING

| GRADE 8: RESPONDING | | |
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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Perceive | <ul style="list-style-type: none"> • EU: 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. • EQ: 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? | <p>VA:Re7.1.8 Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> |
| | <ul style="list-style-type: none"> • EU: Visual imagery influences understanding of and responses to the world. • EQ: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? | <p>VA: Re7.2.8 Compare and contrast context and media in which viewers encounter images that influence ideas, emotions, and actions.</p> |

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 8: RESPONDING

| Process Component: Analyze | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| | <ul style="list-style-type: none"> • EU: People gain insights into meanings of artworks by engaging in the process of art criticism. • EQ: 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? | <p>VA:Re8.1.8</p> <p>Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> |

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

GRADE 8: RESPONDING

| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
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| Process Component: Interpret | <ul style="list-style-type: none">• EU: People evaluate art based on various criteria.• EQ: 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? | VA:Re9.1.8 Create a convincing and logical argument to support and evaluation of art. |

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 8: CONNECTING

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| | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
| Process Component: Synthesize | <ul style="list-style-type: none"> • EU: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • EQ: 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? | VA:Cn10.1.8 Make art collaboratively to reflect on and reinforce positive aspects of group identity. |

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

GRADE 8: CONNECTING

| Process Component: Relate | <u>Enduring Understandings & Essential Questions</u> | <u>Performance Standard</u> |
|-------------------------------------|--|--|
| | <ul style="list-style-type: none"> • EU: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. • EQ: 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 aspect of life? | <p>VA:Re11.1.8 Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p> |

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