

## GRADE 3: CREATING

Process Components: Investigate Plan Make	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cr1.1.3</b> <b>Elaborate on an imaginative idea.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr1.2.3</b> <b>Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</b>

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

## GRADE 3: CREATING

Process Component: Investigate	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cr2.1.3</b> <b>Create personally satisfying artwork using a variety of artistic processes and materials.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr2.2.3</b> <b>Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr2.3.3</b> <b>Individually or collaboratively construct representations, diagrams, or maps of places that are a part of everyday life.</b>

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

## GRADE 3: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time.</li> <li>• <b>EQ:</b> 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.</li> </ul>	<b>VA:Cr3.1.3</b> <b>Elaborate visual information by adding details in an artwork to enhance emerging meaning.</b>

Anchor Standard 3: Refine and complete artistic work.

## GRADE 3: PRESENTING

Process Component: Select	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Pr4.1.3</b> <b>Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</b>

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

## GRADE 3: PRESENTING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<p><b>VA:Pr5.1.3</b>  <b>Identify exhibit space and prepare works of art including artists' statements, for presentation.</b></p>

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

## GRADE 3: PRESENTING

Process Component: Share	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<p><b>VA:Pr6.1.3</b>  <b>Identify and explain how and where different cultures record and illustrate stories and history of life through art.</b></p>

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

## GRADE 3: RESPONDING

Process Component: Perceive	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Re7.1.3</b> <b>Speculate about processes an artist uses to create a work of art.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Visual imagery influences understanding of and responses to the world.</li> <li>• <b>EQ:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>	<b>VA: Re7.2.3</b> <b>Determine messages communicated by an image.</b>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE 3: RESPONDING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u> <ul style="list-style-type: none"><li>• EU: People gain insights into meanings of artworks by engaging in the process of art criticism.</li><li>• 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?</li></ul>	<u>Performance Standard</u> <b>VA:Re8.1.3</b> <b>Interpret art by analyzing use of media to create subject matter, characteristics of form, and use of media.</b>
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Anchor Standard 8: Interpret intent and meaning in artistic work.

## GRADE 3: RESPONDING

Process Component: Interpret	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"><li>• <b>EU:</b> People evaluate art based on various criteria.</li><li>• <b>EQ:</b> 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?</li></ul>	<b>VA:Re9.1.3</b> <b>Evaluate an artwork based on given criteria.</b>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE 3: CONNECTING

Process Component: Synthesize	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"><li>• <b>EU:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li><li>• <b>EQ:</b> 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?</li></ul>	<b>VA:Cn10.1.3</b> <b>Develop a work of art based on observations of surroundings.</b>

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

## GRADE 3: CONNECTING

Process Component: Relate	Enduring Understandings & Essential Questions	Performance Standard
	<ul style="list-style-type: none"><li>• <b>EU:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li><li>• <b>EQ:</b> 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?</li></ul>	<p><b>VA:Cn11.1.3</b> <b>Recognize that responses to art change depending on knowledge of the time and place in which it was made.</b></p>

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

## GRADE 4: CREATING

Process Components: Investigate Plan Make	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li><b>EU:</b> Creativity and innovative thinking are essential life skills that can be developed.</li> <li><b>EQ:</b> 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?</li> </ul>	<b>VA:Cr1.1.4</b> <b>Brainstorm multiple approaches to a creative art or design problem.</b>
	<ul style="list-style-type: none"> <li><b>EU:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li><b>EQ:</b> 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?</li> </ul>	<b>VA: Cr1.2.4</b> <b>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</b>

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

## GRADE 4: CREATING

Process Component: Investigate	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cr2.1.4</b> <b>Explore and invent art-making techniques and approaches.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr2.2.4</b> <b>When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr2.3.4</b> <b>Document, describe, and represent regional constructed environments.</b>

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

## GRADE 4: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time.</li> <li>• <b>EQ:</b> 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.</li> </ul>	<b>VA:Cr3.1.4</b> <b>Revise artwork in progress on the basis of insights gained through peer discussions.</b>

Anchor Standard 3: Refine and complete artistic work.

## GRADE 4: PRESENTING

Process Component: Select	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Pr4.1.4</b> <b>Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</b>

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

## GRADE 4: PRESENTING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<p><b>VA:Pr5.1.5</b>  <b>Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</b></p>

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

## GRADE 4: PRESENTING

Process Component: Share	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<p><b>VA:Pr6.1.4</b>  <b>Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</b></p>

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

## GRADE 4: RESPONDING

Process Component: Perceive	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Re7.1.4</b> <b>Compare responses to a work of art before and after working in similar media.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Visual imagery influences understanding of and responses to the world.</li> <li>• <b>EQ:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>	<b>VA: Re7.2.4</b> <b>Analyze components in visual imagery that convey messages.</b>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE 4: RESPONDING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"><li><b>EU:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</li><li><b>EQ:</b> 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?</li></ul>	<b>VA:Re8.1.4</b> <b>Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</b>

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

## GRADE 4: RESPONDING

Process Component: Interpret	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"><li>• EU: People evaluate art based on various criteria.</li><li>• 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?</li></ul>	<b>VA:Re9.1.4</b> <b>Apply one set of criteria to evaluate more than one work of art.</b>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE 4: CONNECTING

Process Component: Synthesize	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cn10.1.4</b> <b>Create works of art that reflect community cultural traditions.</b>

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

## GRADE 4: CONNECTING

Process Component: Relate	Enduring Understandings & Essential Questions	Performance Standard
	<ul style="list-style-type: none"><li>• <b>EU:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li><li>• <b>EQ:</b> 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?</li></ul>	<b>VA:Re11.1.4</b> <b>Through observation, infer information about time, place, and culture in which a work of art was created.</b>

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

## GRADE 5: CREATING

Process Components: Investigate Plan Make	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cr1.1.5</b> <b>Combine ideas to generate an innovative idea for art-making.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr1.2.5</b> <b>Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</b>

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

## GRADE 5: CREATING

Process Component: Investigate	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cr2.1.5</b> <b>Experiment and develop skills in multiple art-making techniques and approaches through practice.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr2.2.5</b> <b>Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA: Cr2.3.5</b> <b>Identify, describe, and visually document places and/or objects of personal significance.</b>

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

## GRADE 5: CREATING

<b>Process Components:</b> Reflect Refine Continue	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time.</li> <li>• <b>EQ:</b> 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.</li> </ul>	<b>VA:Cr3.1.5</b> <b>Create artists statements using art vocabulary to describe personal choices in art-making.</b>

Anchor Standard 3: Refine and complete artistic work.

## GRADE 5: PRESENTING

Process Component: Select	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Pr4.1.5</b> <b>Define the roles and responsibilities of a curator, explaining the skill and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</b>

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

## GRADE 5: PRESENTING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Pr5.1.5</b> <b>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</b>

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

## GRADE 5: PRESENTING

Process Component: Share	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<p><b>VA:Pr6.1.5</b>  <b>Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</b></p>

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

## GRADE 5: RESPONDING

Process Component: Perceive	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Re7.1.5</b> <b>Compare one's own interpretation of a work of art with the interpretation of others.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Visual imagery influences understanding of and responses to the world.</li> <li>• <b>EQ:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>	<b>VA: Re7.2.5</b> <b>Identify and analyze cultural associations suggested by visual imagery.</b>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE 5: RESPONDING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"><li>• EU: People gain insights into meanings of artworks by engaging in the process of art criticism.</li><li>• 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?</li></ul>	<b>VA:Re8.1.5</b> <b>Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</b>

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

## GRADE 5: RESPONDING

Process Component: Interpret	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"><li>• EU: People evaluate art based on various criteria.</li><li>• 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?</li></ul>	<b>VA:Re9.1.5</b> <b>Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</b>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE 5: CONNECTING

Process Component: Synthesize	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cn10.1.5</b> <b>Apply normal and conceptual vocabularies of art and design to view surroundings in new ways through art making.</b>

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

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Process Component: Relate	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> <li>• <b>EQ:</b> 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?</li> </ul>	<b>VA:Cn11.1.5</b> <b>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</b>

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