

## GRADE HS PROFICIENT: **CREATING**

<b>GRADE HS PROFICIENT: <b>CREATING</b></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Components:</b> Investigate Plan Make	<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>	<p><b>VA:Cr1.1.I</b>  <b>Use multiple approaches to begin creative endeavors.</b></p>
	<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>	<p><b>VA: Cr1.2.I</b>  <b>Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</b></p>

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

## GRADE HS PROFICIENT: **CREATING**

<b>GRADE HS PROFICIENT: <span style="color: #00AEEF;">CREATING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Investigate	<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>	<p><b>VA:Cr2.1.I</b> Engage in making a work of art or design without having a preconceived plan.</p>
	<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>	<p><b>VA: Cr2.2.I</b> Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>
	<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>	<p><b>VA: Cr2.3.I</b> Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p>

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

## GRADE HS PROFICIENT: **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>	<p><b>VA:Cr3.1.I</b>  <b>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</b></p>

Anchor Standard 3: Refine and complete artistic work.

## GRADE HS PROFICIENT: PRESENTING

GRADE HS PROFICIENT: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Select	<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>	<p><b>VA:Pr4.1.I</b>  <b>Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</b></p>

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

## GRADE HS PROFICIENT: PRESENTING

GRADE HS PROFICIENT: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Analyze	<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 selecting work for presentation, a portfolio, or a collection?</li> </ul>	<b>VA:Pr5.1.I</b> <b>Analyze and evaluate the reasons and ways an exhibition is presented.</b>

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

## GRADE HS PROFICIENT: **PRESENTING**

<b>GRADE HS PROFICIENT: <span style="color: #00AEEF;">PRESENTING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Share	<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.I</b></p> <p><b>Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</b></p>

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

## GRADE HS PROFICIENT: **RESPONDING**

<b>GRADE HS PROFICIENT: <span style="color: #00AEEF;">RESPONDING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Perceive	<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>	<p style="color: #00AEEF;"><b>VA:Re7.1.I</b></p> <p><b>Hypothesize ways in which art influences perception and understanding of human experiences.</b></p>
	<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>	<p style="color: #00AEEF;"><b>VA: Re7.2.I</b></p> <p><b>Analyze how one’s understanding of the world is affected by experiencing visual imagery.</b></p>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE HS PROFICIENT: 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>	<p><b>VA:Re8.1.I</b>  <b>Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</b></p>

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

## GRADE HS PROFICIENT: **RESPONDING**

<b>GRADE HS PROFICIENT: <span style="color: blue;">RESPONDING</span></b>		
<b>Process Component:</b> 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>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE HS PROFICIENT: **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>	<p><b>VA:Cn10.1.I</b>  <b>Document the process of developing ideas from early stages to fully elaborated ideas.</b></p>

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

## GRADE HS PROFICIENT: **CONNECTING**

<b>Process Component:</b> 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>	<p><b>VA:Cn11.1.I</b>  <b>Describe how knowledge of culture, traditions, and history may influence personal responses to art.</b></p>

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

## GRADE HS ACCOMPLISHED: **CREATING**

<b>GRADE HS ACCOMPLISHED: CREATING</b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Components:</b> Investigate Plan Make	<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>	<p><b>VA:Cr1.1.II</b>  <b>Individually or collaboratively formulate new creative problems based on student’s existing artwork.</b></p>
	<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>	<p><b>VA: Cr1.2.II</b>  <b>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</b></p>

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

## GRADE HS ACCOMPLISHED: **CREATING**

<b>GRADE HS ACCOMPLISHED: <span style="color: #00AEEF;">CREATING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Investigate	<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>	<p><b>VA:Cr2.1.II</b>  <b>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</b></p>
	<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>	<p><b>VA: Cr2.2.II</b>  <b>Demonstrate awareness of ethical implications of making and distributing creative work.</b></p>
	<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>	<p><b>VA: Cr2.3.II</b>  <b>Redesign an object, system, place, or design in response to contemporary issues.</b></p>

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

## GRADE HS ACCOMPLISHED: 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>	<p><b>VA:Cr3.1.II</b>  <b>Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</b></p>

Anchor Standard 3: Refine and complete artistic work.

## GRADE HS ACCOMPLISHED: **PRESENTING**

<b>GRADE HS ACCOMPLISHED: <b>PRESENTING</b></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Select	<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>	<p><b>VA:Pr4.1.II</b></p> <p><b>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</b></p>

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

## GRADE HS ACCOMPLISHED: PRESENTING

GRADE HS ACCOMPLISHED: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Analyze	<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 selecting work for presentation, a portfolio, or a collection?</li> </ul>	<p><b>VA:Pr5.1.II</b>  <b>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</b></p>

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

## GRADE HS ACCOMPLISHED: 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.II</b>  <b>Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</b></p>

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

## GRADE HS ACCOMPLISHED: **RESPONDING**

<b>GRADE HS ACCOMPLISHED: <span style="color: #00AEEF;">RESPONDING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Perceive	<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>	<p style="color: #00AEEF;"><b>VA:Re7.1.II</b></p> <p><b>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</b></p>
	<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>	<p style="color: #00AEEF;"><b>VA: Re7.2.II</b></p> <p><b>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</b></p>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE HS ACCOMPLISHED: **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>	<p><b>VA:Re8.1.II</b>  <b>Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</b></p>

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

## GRADE HS ACCOMPLISHED: **RESPONDING**

<b>GRADE HS ACCOMPLISHED: <span style="color: #00AEEF;">RESPONDING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Interpret	<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>	<p style="color: #00AEEF;"><b>VA:Re9.1.II</b></p> <p><b>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</b></p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE HS ACCOMPLISHED: **CONNECTING**

<b>GRADE HS ACCOMPLISHED: <b>CONNECTING</b></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Synthesize	<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>	<p><b>VA:Cn10.1.II</b></p> <p><b>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</b></p>

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

## GRADE HS ACCOMPLISHED: **CONNECTING**

<b>Process Component:</b> 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>	<p><b>VA:Cn11.1.II</b></p> <p><b>Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</b></p>

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

## GRADE HS ADVANCED: **CREATING**

<b>GRADE HS ADVANCED: <span style="color: #00AEEF;">CREATING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Components:</b> Investigate Plan Make	<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>	<p style="color: #00AEEF;"><b>VA:Cr1.1.III</b></p> <p><b>Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</b></p>
	<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>	<p style="color: #00AEEF;"><b>VA: Cr1.2.III</b></p> <p><b>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</b></p>

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

## GRADE HS ADVANCED: **CREATING**

<b>GRADE HS ADVANCED: <b>CREATING</b></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Investigate	<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.III</b> <b>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</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.III</b> <b>Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</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.III</b> <b>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people’s lives.</b>

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

## GRADE HS ADVANCED: 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>	<p><b>VA:Cr3.1.III</b></p> <p><b>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</b></p>

Anchor Standard 3: Refine and complete artistic work.

## GRADE HS ADVANCED: PRESENTING

GRADE HS ADVANCED: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Select	<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>	<p><b>VA:Pr4.1.III</b></p> <p><b>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</b></p>

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

## GRADE HS ADVANCED: PRESENTING

<b>GRADE HS ADVANCED: PRESENTING</b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Analyze	<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 selecting work for presentation, a portfolio, or a collection?</li> </ul>	<p><b>VA:Pr5.1.III</b></p> <p><b>Investigate, compare, and contrast methods for preserving and protecting art.</b></p>

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

## GRADE HS ADVANCED: PRESENTING

<b>GRADE HS ADVANCED: PRESENTING</b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Share	<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.III</b></p> <p><b>Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.</b></p>

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

## GRADE HS ADVANCED: RESPONDING

GRADE HS ADVANCED: RESPONDING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Perceive	<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>	<p><b>VA:Re7.1.III</b>  <b>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</b></p>
	<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>	<p><b>VA: Re7.2.III</b>  <b>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</b></p>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE HS ADVANCED: 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>	<p><b>VA:Re8.1.III</b>  <b>Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</b></p>

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

## GRADE HS ADVANCED: RESPONDING

GRADE HS ADVANCED: 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>	<p style="color: #00aaff; margin: 0;"><b>VA:Re9.1.III</b></p> <p style="margin: 0;"><b>Construct evaluations of a work of art or collections of works based on differing sets of criteria.</b></p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE HS ADVANCED: CONNECTING

GRADE HS ADVANCED: CONNECTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Synthesize	<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>	<p><b>VA:Cn10.1.III</b></p> <p><b>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</b></p>

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

## GRADE HS ADVANCED: CONNECTING

<b>Process Component:</b> 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>	<p><b>VA:Cn11.1.III</b>  <b>Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</b></p>

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