

GRADE PRE K: CREATING

GRADE PRE K: CREATING		
	<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.PK Engage in self-directed play with materials
	<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.PK Engage in self-directed creative making.

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

GRADE PRE K: 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.PK Use a variety of art making tools.</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.PK Share materials with others.</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.PK Create and tell about art that communicates a story about a familiar place or object.</p>

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

GRADE PRE K: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.PK Share and talk about personal artwork.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE PRE K: PRESENTING

GRADE PRE K: PRESENTING		
	<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.PK Identify reasons for saving and displaying objects, artifacts, and artwork.</p>

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

GRADE PRE K: PRESENTING

GRADE PRE K: PRESENTING		
	<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.PK Identify places where art may be displayed or saved.</p>

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

GRADE PRE K: PRESENTING

GRADE PRE K: PRESENTING		
	<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.PK Identify where art is displayed both inside and outside of school.</p>

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

GRADE PRE K: RESPONDING

GRADE PRE K: RESPONDING		
	<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 style="color: #00AEEF; margin: 0;">VA:Re7.1.PK</p> <p>Recognize art in one’s environment.</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 style="color: #00AEEF; margin: 0;">VA: Re7.2.PK</p> <p>Distinguish between images and real objects.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE PRE K: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.PK Interpret art by identifying and describing subject matter.</p>

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

GRADE PRE K: 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.PK Select a preferred artwork.

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE PRE K: CONNECTING

GRADE PRE K: CONNECTING		
	<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 style="color: #00AEEF; margin: 0;">VA:Cn10.1.PK</p> <p style="margin: 0;">Explore the world using descriptive and expressive words and art-making.</p>

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

GRADE PRE K: CONNECTING

	<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.PK</p> <p style="margin: 0;">Recognize that people make art.</p>

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

GRADE K: CREATING

	<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.K Engage in exploration and imaginative play with materials.
	<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.K Engage collaboratively in creative art making in response to an artistic problem.

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

GRADE K: CREATING

GRADE K: CREATING		
	<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.K Through experimentation, build skills in various media and approaches to art making.</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.K Identify safe and non-toxic 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.K Create art that represents natural and constructed environments.</p>

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

GRADE K: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.K Explain the process of making art while creating.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE K: PRESENTING

GRADE K: PRESENTING		
	<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.K</p> <p style="margin: 0;">Select art objects for personal portfolio and display, explaining why they were chosen.</p>

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

GRADE K: PRESENTING

GRADE K: PRESENTING		
	<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? 	VA:Pr5.1.K Explain the purpose of a portfolio or collection.

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

GRADE K: PRESENTING

GRADE K: PRESENTING		
	<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.K Explain what an art museum is and distinguish how an art museum is different from other buildings.</p>

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

GRADE K: RESPONDING

GRADE K: RESPONDING		
	<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 style="color: #00AEEF; margin: 0;">VA:Re7.1.K</p> <p>Identify uses of art within one’s personal environment.</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 style="color: #00AEEF; margin: 0;">VA:Re7.2.K</p> <p>Describe what an image represents.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE K: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.K Interpret art by identifying subject matter and describing relevant details.

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

GRADE K: 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.K Explain reasons for selecting a preferred artwork.

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE K: CONNECTING

GRADE K: CONNECTING		
	<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:RCn10.1.K Create art that tells a story about a life experience.</p>

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

GRADE K: 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:Cn11.1.K Identify a purpose of an artwork.</p>

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

GRADE 1: 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:Cr1.1.1 Engage collaboratively in exploration and imaginative play with materials.
	<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: Cr1.2.1 Use observation and investigation in preparation for making a work of art.

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

GRADE 1: CREATING

	<u>Performance Standard</u>	<u>Enduring Understandings & Essential Questions</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:Cr2.1.1 Explore uses of materials and tools to create 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: Cr2.2.1 Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</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: Cr2.3.1 Identify and classify uses of everyday objects through drawings, diagrams, sculpture, or other visual means.</p>

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

GRADE 1: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Cr3.1.1 Use art vocabulary to describe choices while creating art.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE 1: PRESENTING

GRADE 1: PRESENTING		
	<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:Pr4.1.1 Explain why some objects, artifacts, and artwork are valued over others.</p>

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

GRADE 1: PRESENTING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Pr5.1.1 Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p>

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

GRADE 1: PRESENTING

GRADE 1: PRESENTING		
	<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:Pr6.1.1 Identify the roles and responsibilities of people who work in and visit museums and other art venues.</p>

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

GRADE 1: RESPONDING

GRADE 1: RESPONDING		
	<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:Re7.1.1 Select and describe works of art that illustrate daily life experiences of one’s self and 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: Re7.2.1 Compare images that represent the same subject.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 1: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Re8.1.1 Interpret art by categorizing subject matter and identifying the characteristics of form.</p>

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

GRADE 1: 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:Re9.1.1 Classify artwork based on different reasons for preferences.

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 1: CONNECTING

GRADE 1: CONNECTING		
	<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:Cn10.1.1 Identify times, places, and reasons by which students make art outside of school.

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

GRADE 1: 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:Cn11.1.1 Understand that people from different places and times have made art for a variety of reasons.</p>

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

GRADE 2: CREATING

GRADE 2: CREATING		
	<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:Cr1.1.2 Brainstorm collaboratively multiple approaches to an art or design problem.
	<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: Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

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

GRADE 2: CREATING

	<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:Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work 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: Cr2.2.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</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: Cr2.3.2 Repurpose objects to make something new.</p>

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

GRADE 2: CREATING

Process Components: Reflect Refine Continue	Enduring Understandings & Essential Questions	Performance Standard
	<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:Cr3.1.2 Discuss and reflect with peers about choices made in creating artwork.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE 2: PRESENTING

GRADE 2: PRESENTING		
	<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:Pr4.1.2 Categorize artwork based on a theme or concept for an exhibit.</p>

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

GRADE 2: PRESENTING

GRADE 2: PRESENTING		
	<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? 	VA:Pr5.1.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation.

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

GRADE 2: PRESENTING

GRADE 2: PRESENTING		
	<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:Pr6.1.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, other venues) contributes to communities.</p>

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

GRADE 2: RESPONDING

GRADE 2: RESPONDING		
	<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? 	VA:Re7.1.2 Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.
	<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? 	VA: Re7.2.2 Categorize images based on expressive properties.

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 2: RESPONDING

GRADE 2: RESPONDING		
Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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 style="color: #00AEEF; margin: 0;">VA:Re8.1.2</p> <p>Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p>

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

GRADE 2: 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:Re9.1.2 Use learned art vocabulary to express preferences about artwork.

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 2: CONNECTING

GRADE 2: CONNECTING		
	<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:Cn10.1.2 Create works of art about events in home, school, or community life.</p>

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

GRADE 2: 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:Cn11.1.2 Compare and contrast cultural uses of artwork from different times and places.</p>

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

GRADE 3: CREATING

GRADE 3: CREATING		
	<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:Cr1.1.3 Elaborate on an imaginative idea.
	<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: Cr1.2.3 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

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

GRADE 3: CREATING

	<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:Cr2.1.3 Create personally satisfying artwork using a variety of artistic processes and materials.</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: Cr2.2.3 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</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: Cr2.3.3 Individually or collaboratively construct representations, diagrams, or maps of places that are a part of everyday life.</p>

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

GRADE 3: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Cr3.1.3 Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE 3: PRESENTING

GRADE 3: PRESENTING		
	<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:Pr4.1.3 Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</p>

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

GRADE 3: PRESENTING

GRADE 3: PRESENTING		
	<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? 	VA:Pr5.1.3 Identify exhibit space and prepare works of art including artists' statements, for presentation.

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

GRADE 3: PRESENTING

GRADE 3: PRESENTING		
	<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:Pr6.1.3 Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>

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

GRADE 3: RESPONDING

GRADE 3: RESPONDING		
	<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:Re7.1.3 Speculate about processes an artist uses to create a work of art.</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: Re7.2.3 Determine messages communicated by an image.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 3: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Re8.1.3 Interpret art by analyzing use of media to create subject matter, characteristics of form, and use of media.</p>

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

GRADE 3: RESPONDING

GRADE 3: 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? 	<p>VA:Re9.1.3</p> <p>Evaluate an artwork based on given criteria.</p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 3: CONNECTING

GRADE 3: CONNECTING		
	<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:Cn10.1.3 Develop a work of art based on observations of surroundings.</p>

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

GRADE 3: 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:Cn11.1.3 Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>

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

GRADE 4: CREATING

GRADE 4: CREATING		
	<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:Cr1.1.4 Brainstorm multiple approaches to a creative art or design problem.
	<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: Cr1.2.4 Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

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

GRADE 4: CREATING

GRADE 4: CREATING		
	<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:Cr2.1.4 Explore and invent art-making techniques and approaches.</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: Cr2.2.4 When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</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: Cr2.3.4 Document, describe, and represent regional constructed environments.</p>

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

GRADE 4: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Cr3.1.4 Revise artwork in progress on the basis of insights gained through peer discussions.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE 4: PRESENTING

GRADE 4: PRESENTING		
	<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:Pr4.1.4</p> <p style="margin: 0;">Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</p>

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

GRADE 4: PRESENTING

GRADE 4: PRESENTING		
	<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:Pr5.1.4</p> <p>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.</p>

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

GRADE 4: PRESENTING

GRADE 4: PRESENTING		
	<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:Pr6.1.4</p> <p>Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p>

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

GRADE 4: RESPONDING

GRADE 4: RESPONDING		
	<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:Re7.1.4 Compare responses to a work of art before and after working in similar media.</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: Re7.2.4 Analyze components in visual imagery that convey messages.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 4: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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 style="color: #00a0e3; margin: 0;">VA:Re8.1.4</p> <p>Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>

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

GRADE 4: RESPONDING

	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
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:Re9.1.4 Apply one set of criteria to evaluate more than one work of art.

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 4: CONNECTING

GRADE 4: CONNECTING		
	<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:Cn10.1.4 Create works of art that reflect community cultural traditions.</p>

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

GRADE 4: 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:Re11.1.4 Through observation, infer information about time, place, and culture in which a work of art was created.</p>

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

GRADE 5: CREATING

GRADE 5: CREATING		
	<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:Cr1.1.5 Combine ideas to generate an innovative idea for art-making.
	<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: Cr1.2.5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

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

GRADE 5: CREATING

GRADE 5: CREATING		
	<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:Cr2.1.5 Experiment and develop skills in multiple art-making techniques and approaches through practice.</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: Cr2.2.5 Demonstrate quality craftsmanship through care for and use of 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: Cr2.3.5 Identify, describe, and visually document places and/or objects of personal significance.</p>

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

GRADE 5: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Cr3.1.5 Create artists statements using art vocabulary to describe personal choices in art-making.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE 5: PRESENTING

GRADE 5: PRESENTING		
	<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:Pr4.1.5</p> <p>Define the roles and responsibilities of a curator, explaining the skill and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</p>

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

GRADE 5: PRESENTING

GRADE 5: PRESENTING		
	<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:Pr5.1.5</p> <p>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p>

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

GRADE 5: PRESENTING

GRADE 5: PRESENTING		
	<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? 	VA:Pr6.1.5 Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

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

GRADE 5: RESPONDING

GRADE 5: RESPONDING		
	<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:Re7.1.5 Compare one’s own interpretation of a work of art with the interpretation of 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: Re7.2.5 Identify and analyze cultural associations suggested by visual imagery.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE 5: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Re8.1.5 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.</p>

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

GRADE 5: 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? 	<p>VA:Re9.1.5 Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 5: CONNECTING

GRADE 5: CONNECTING		
	<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:Cn10.1.5 Apply normal and conceptual vocabularies of art and design to view surroundings in new ways through art making.

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

GRADE 5: 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:Cn11.1.5 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>

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

GRADE 6: CREATING

GRADE 6: CREATING		
	<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>
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>
	<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

GRADE 6: PRESENTING		
	<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

GRADE 6: PRESENTING		
	<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		
	<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		
	<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

GRADE 6: RESPONDING		
Process Component: Analyze	Enduring Understandings & Essential Questions	Performance Standard
	<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:Re8.1.6</p> <p>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.</p>

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>
	<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		
Process Component: Synthesize	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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>
	<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

GRADE 7: CREATING		
	<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

GRADE 7: CREATING		
	<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: Cr2.3.7 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

Process Components: Reflect Refine	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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 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		
	<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		
	<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

GRADE 7: PRESENTING		
	<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</p> <p>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		
	<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>
	<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

GRADE 7: RESPONDING		
Process Component: Interpret	Enduring Understandings & Essential Questions	Performance Standard
	<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? 	<p>VA:Re9.1.7</p> <p>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.</p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE 7: CONNECTING

GRADE 7: CONNECTING		
	<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:Cn10.1.7 Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in community.

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

GRADE 7: CONNECTING

GRADE 7: CONNECTING		
	<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:Re11.1.7</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

GRADE 8: CREATING		
	<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>
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>
	<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		
	<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:Pr4.1.8</p> <p>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		
	<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</p> <p>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		
	<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		
	<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>
	<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>
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

Process Component: Synthesize	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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:Cn10.1.8 Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>

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:Cn11.1.8 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.

GRADE HS PROFICIENT: **CREATING**

GRADE HS PROFICIENT: CREATING		
	<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.I Use multiple approaches to begin creative endeavors.
	<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.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

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

GRADE HS PROFICIENT: **CREATING**

GRADE HS PROFICIENT: CREATING		
	<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.I Engage in making a work of art or design without having a preconceived plan.</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.I 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"> • 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.I 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**

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE HS PROFICIENT: PRESENTING

Process Component: Select	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p>

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

GRADE HS PROFICIENT: **PRESENTING**

GRADE HS PROFICIENT: PRESENTING		
	<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.I</p> <p>Analyze and evaluate the reasons and ways an exhibition is presented.</p>

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

GRADE HS PROFICIENT: **PRESENTING**

Process Component: Share	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p>

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

GRADE HS PROFICIENT: RESPONDING

GRADE HS PROFICIENT: RESPONDING		
	<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.I Hypothesize ways in which art influences perception and understanding of human experiences.</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.I Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE HS PROFICIENT: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>

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

GRADE HS PROFICIENT: RESPONDING

GRADE HS PROFICIENT: 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?

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE HS PROFICIENT: **CONNECTING**

Process Component: Synthesize	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.I Document the process of developing ideas from early stages to fully elaborated ideas.</p>

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

GRADE HS PROFICIENT: **CONNECTING**

	<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>VA:Re11.1.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>

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

GRADE HS ACCOMPLISHED: CREATING

GRADE HS ACCOMPLISHED: CREATING		
	<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.II Individually or collaboratively formulate new creative problems based on student’s existing artwork.
	<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.II Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

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

GRADE HS ACCOMPLISHED: **CREATING**

GRADE HS ACCOMPLISHED: CREATING		
	<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.II Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</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.II Demonstrate awareness of ethical implications of making and distributing creative work.</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.II Redesign an object, system, place, or design in response to contemporary issues.</p>

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

GRADE HS ACCOMPLISHED: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE HS ACCOMPLISHED: **PRESENTING**

GRADE HS ACCOMPLISHED: PRESENTING		
	<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.II</p> <p>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>

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

GRADE HS ACCOMPLISHED: PRESENTING

GRADE HS ACCOMPLISHED: PRESENTING		
	<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.II Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>

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

GRADE HS ACCOMPLISHED: **PRESENTING**

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

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

GRADE HS ACCOMPLISHED: **RESPONDING**

GRADE HS ACCOMPLISHED: RESPONDING		
	<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.II</p> <p>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</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.II</p> <p>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE HS ACCOMPLISHED: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.II Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>

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

GRADE HS ACCOMPLISHED: **RESPONDING**

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

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE HS ACCOMPLISHED: **CONNECTING**

GRADE HS ACCOMPLISHED: CONNECTING		
	<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.II</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>

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

GRADE HS ACCOMPLISHED: **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:Cn11.1.II</p> <p>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.</p>

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

GRADE HS ADVANCED: **CREATING**

GRADE HS ADVANCED: CREATING		
	<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? 	<p>VA:Cr1.1.III</p> <p>Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p>
	<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? 	<p>VA: Cr1.2.III</p> <p>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.</p>

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

GRADE HS ADVANCED: **CREATING**

GRADE HS ADVANCED: CREATING		
	<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? 	VA:Cr2.1.III Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
	<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? 	VA: Cr2.2.III 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.
	<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? 	VA: Cr2.3.III Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people’s lives.

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

GRADE HS ADVANCED: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.III</p> <p>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>

Anchor Standard 3: Refine and complete artistic work.

GRADE HS ADVANCED: PRESENTING

GRADE HS ADVANCED: PRESENTING		
	<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.III</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>

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

GRADE HS ADVANCED: PRESENTING

GRADE HS ADVANCED: PRESENTING		
	<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.III Investigate, compare, and contrast methods for preserving and protecting art.</p>

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

GRADE HS ADVANCED: PRESENTING

GRADE HS ADVANCED: PRESENTING		
	<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.III</p> <p>Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.</p>

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

GRADE HS ADVANCED: RESPONDING

GRADE HS ADVANCED: RESPONDING		
	<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.III Analyze how responses to art develop over time based on knowledge of and experience with art and life.</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.III Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>

Anchor Standard 7: Perceive and analyze artistic work.

GRADE HS ADVANCED: RESPONDING

Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.III Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</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 & 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? 	<p style="color: #00AEEF; margin: 0;">VA:Re9.1.III</p> <p style="margin: 0;">Construct evaluations of a work of art or collections of works based on differing sets of criteria.</p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE HS ADVANCED: **CONNECTING**

Process Component: Synthesize	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	<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.II Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>

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

GRADE HS ADVANCED: 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 style="color: #00a0e3; margin: 0;">VA:Cn11.1.III</p> <p style="margin: 0;">Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>

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