

## Accomplished: Kansas Visual Art Performance Standards

<b>Creating</b>	
<a href="#"><u>(Cr1.1.1l)</u></a>	Individually or collaboratively formulate new creative problems based on student's existing artwork.
<a href="#"><u>(Cr1.2.1l)</u></a>	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
<a href="#"><u>(Cr2.1.1l)</u></a>	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
<a href="#"><u>(Cr2.2.1l)</u></a>	Demonstrate awareness of ethical implications of making and distributing creative work.
<a href="#"><u>(Cr2.3.1l)</u></a>	Redesign an object, system, place, or design in response to contemporary issues.
<a href="#"><u>(Cr3.1.1l)</u></a>	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
<b>Presenting</b>	
<a href="#"><u>(Pr4.1.1l)</u></a>	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
<a href="#"><u>(Pr5.1.1l)</u></a>	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
<a href="#"><u>(Pr.6.1.1l)</u></a>	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
<b>Responding</b>	
<a href="#"><u>(Re7.1.1l)</u></a>	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
<a href="#"><u>(Re7.2.1l)</u></a>	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
<a href="#"><u>(Re8.1.1l)</u></a>	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
<a href="#"><u>(Re9.1.1l)</u></a>	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
<b>Connecting</b>	
<a href="#"><u>(Cn10.1.1l)</u></a>	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
<a href="#"><u>(Cn11.1.1l)</u></a>	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.

## GRADE HS ACCOMPLISHED: **CREATING**

Process Components: Investigate Plan Make	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• <b>EQ:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> </ul>	<p><b>VA:Cr1.1.II–</b>  <b>Individually or collaboratively formulate new creative problems based on student’s existing artwork.</b></p>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li>• <b>EQ:</b> How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How come artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>	<p><b>VA: Cr1.2.II</b>  <b>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</b></p>

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

## GRADE HS ACCOMPLISHED: **CREATING**

		<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Investigate		<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• <b>EQ:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> </ul>	<p><b>VA:Cr2.1.II</b>  <b>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</b></p>
		<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork.</li> <li>• <b>EQ:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> </ul>	<p><b>VA: Cr2.2.II</b>  <b>Demonstrate awareness of ethical implications of making and distributing creative work.</b></p>
		<ul style="list-style-type: none"> <li>• <b>EU:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• <b>EQ:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?</li> </ul>	<p><b>VA: Cr2.3.II</b>  <b>Redesign an object, system, place, or design in response to contemporary issues.</b></p>

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

## GRADE HS ACCOMPLISHED: CREATING

Process Components: Reflect Refine Continue	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time.</li> <li>• <b>EQ:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely.</li> </ul>	<p><b>VA:Cr3.1.II</b></p> <p><b>Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</b></p>

Anchor Standard 3: Refine and complete artistic work.

## GRADE HS ACCOMPLISHED: **PRESENTING**

<b>GRADE HS ACCOMPLISHED: <b>PRESENTING</b></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Select	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations.</li> <li>• <b>EQ:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?</li> </ul>	<p><b>VA:Pr4.1.II</b></p> <p><b>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</b></p>

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

## GRADE HS ACCOMPLISHED: PRESENTING

GRADE HS ACCOMPLISHED: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Analyze	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.</li> <li>• <b>EQ:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>	<b>VA:Pr5.1.II</b> <b>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</b>

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

## GRADE HS ACCOMPLISHED: **PRESENTING**

<b>GRADE HS ACCOMPLISHED: <span style="color: #00AEEF;">PRESENTING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Share	<ul style="list-style-type: none"> <li><b>EU:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</li> <li><b>EQ:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?</li> </ul>	<p style="color: #00AEEF;"><b>VA:Pr6.1.II</b></p> <p><b>Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</b></p>

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

## GRADE HS ACCOMPLISHED: **RESPONDING**

<b>GRADE HS ACCOMPLISHED: <span style="color: #00AEEF;">RESPONDING</span></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Perceive	<ul style="list-style-type: none"> <li>• <b>EU:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• <b>EQ:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</li> </ul>	<p style="color: #00AEEF;"><b>VA:Re7.1.II</b></p> <p><b>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</b></p>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Visual imagery influences understanding of and responses to the world.</li> <li>• <b>EQ:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>	<p style="color: #00AEEF;"><b>VA: Re7.2.II</b></p> <p><b>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</b></p>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE HS ACCOMPLISHED: RESPONDING

Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• <b>EQ:</b> What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>	<p><b>VA:Re8.1.II</b>  <b>Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</b></p>

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

## GRADE HS ACCOMPLISHED: **RESPONDING**

<b>GRADE HS ACCOMPLISHED: <span style="color: blue;">RESPONDING</span></b>		
<b>Process Component:</b> Interpret	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People evaluate art based on various criteria.</li> <li>• <b>EQ:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> </ul>	<p style="color: blue; margin: 0;"><b>VA:Re9.1.II</b></p> <p><b>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</b></p>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE HS ACCOMPLISHED: **CONNECTING**

<b>GRADE HS ACCOMPLISHED: <b>CONNECTING</b></b>		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Synthesize	<ul style="list-style-type: none"> <li>• <b>EU:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• <b>EQ:</b> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>	<p><b>VA:Cn10.1.II</b></p> <p><b>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</b></p>

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

## GRADE HS ACCOMPLISHED: **CONNECTING**

Process Component: Relate	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> <li>• <b>EQ:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspect of life?</li> </ul>	<p><b>VA:Cn11.11</b>  <b>Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</b></p>

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