## The Creative Problem Solving Design Process

A conceptual visual arts lesson planning guide combining National Visual Arts Standards + Bloom’s Learning Levels or DOK’s + Kansas Career and College Ready (Common Core) Standards within a creative problem solving framework!

### Higher Level Thinking Skills:
Bloom’s Taxonomy, DOK’s, Disciplinary Action Verbs taken from Disciplinary Literacy, Piercy and Piercy, 2011.

<table>
<thead>
<tr>
<th>Process Components</th>
<th>Visual Arts Processes with Anchor Standards (Please refer to your individual district, state, and national performance standards recommended for student assessment)</th>
<th>Kansas Career and College Ready Standards (Please refer to your individual district, state, and national performance standards recommended for student assessment!)</th>
<th>21st Century Themes for Learners and Environments</th>
</tr>
</thead>
</table>
| Investigate, Plan, Perceive, Share, Analyze, Reflect, Predict | Analyze, Investigate, Plan, Reflect, Share, Perceive, Interpret, Relate | Make logical inferences Determine central ideas or theme Make sense of the problem Plan the investigation Build strong content knowledge Determine audience, client Use speech/writing appropriate to task Aquire both academic and visual art specific words and phrases | Communicating Relevance/Relevance 
Responsive Culture 
Critical Thinking 
Problem Solving 
Leadership and Responsibility 
Social and Cross Cultural Skills 
Collaboration/Relationships 
Media Library/Information/Technology Productivity |
| Select, Perceive, Interpret, Plan, Reflect, Relate, Analyze, Synthesize, Share | Select, Perceive, Interpret, Plan, Reflect, Relate, Analyze, Synthesize, Share | Make logical inferences Determine central ideas or theme Summarize the details Engage in conversations with diverse partners, audience, and clients Evaluate point of view Make sense of the problem Plan the investigation Build strong content knowledge Determine audience, client Use speech/writing appropriate to task Aquire both academic and visual art specific words and phrases | Communicating Relevance/Relevance 
Responsive Culture 
Critical Thinking 
Problem Solving 
Leadership and Responsibility 
Social and Cross Cultural Skills 
Collaboration/Relationships 
Media Library/Information/Technology Productivity |
| Plan, Make, Investigate, Perceive, Relate, Interpret, Analyze, Reflect, Share, Synthesize | Plan, Make, Investigate, Perceive, Relate, Interpret, Analyze, Reflect, Share, Synthesize | Analyze central themes Summarize the details Analyze meaning and choices to shape meaning Analyze how parts shape whole Analyze content and styles Evaluate arguments and claims Analyze how ideas and events develop and interact Read literary and informational texts Gather info from multiple credible sources value the evidence for analysis, reflection, and research Ask questions and answer them Develop writing appropriate for the task Use technology to collaborate | Communicating Relevance/Relevance 
Responsive Culture 
Critical Thinking 
Problem Solving 
Leadership and Responsibility 
Social and Cross Cultural Skills 
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Media Library/Information/Technology Productivity |
| Creating Organize and develop artistic ideas and work Connect relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Synthesize and relate knowledge and personal experiences to make art | Creating Organize and develop artistic ideas and work Generate and conceptualize ideas and work Refine artistic work Presenting Develop and refine work for presentation Convey meaning Connecting Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Synthesize and relate knowledge and personal experiences to make art | Create organizational and develop artistic ideas and work Generate and conceptualize ideas and work Refine artistic work Presenting Analyze, interpret, and select artistic work for presentation, Develop and refine work for presentation Convey meaning Connecting Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Synthesize and relate knowledge and personal experiences to make art | Communicating Relevance/Relevance 
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