California Arts Standards

California Arts Standards for Visual Arts

> *"Every child is an artist. The problem is how to remain an artist once we grow up."*
>
> —Pablo Picasso (1881–1973), Spanish painter, sculptor, printmaker, ceramicist, stage designer, and playwright

The visual arts standards are designed to enable students to achieve visual arts literacy and develop technical artistic skills. Visual arts include the traditional fine arts such as drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media; architectural, environmental, and industrial arts, such as urban interior, product, and landscape design; and folk art, which was historically defined by "originating from, or traditional to the common people of a country" (Collins English Dictionary 2019). Today both formally and nonformally trained artists work in folk art media celebrating rich cultural traditions.

What Is Literacy in Visual Arts?

In the visual arts, developing literacy occurs as a result of engaging in an authentic creative process through the use of traditional and nontraditional materials and applying the formal elements of art and principles of design; knowing an arts language to describe art; and discovering the expressive qualities of art to be able to reflect, critique, and connect personal experience to art.

The visual arts standards describe expectations for learning in the visual arts regardless of style or genre. The standards impart the breadth and depth of the visual art experience through the art-making process. The standards serve as an impetus for arts educators and administrators to inspire, support, and develop their students in the many facets of visual

arts so they are prepared for a lifelong appreciation, understanding, engagement and, if pursued, additional study towards a career in visual arts.

Like the other disciplines, the four artistic processes of visual arts (creating, presenting, responding, and connecting) are addressed linearly in written standards, but are envisioned to occur simultaneously for students in the actual practice of visual art. The concepts embedded in the standards reflect the scope of learning—the knowledge, skills, and understandings—taught through study of the visual arts. An artist imagines, executes, reflects, and refines work before finally completing a piece of work (creating), shares or displays the work (presenting), reflects on the completed work (responding), and connects the experience to other contexts of meaning or knowledge (connecting). Students engaging in the artistic process learn by solving problems, exhibiting their work, and thinking critically about it; then, they continue the process by relating other ideas, contexts, and meanings to their own as they refine their future work to a more sophisticated level.

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Process Component

Imagine, Plan, Make

1.1 Enduring Understanding

Creativity and innovative thinking are essential life skills that can be developed.

Essential Questions

- 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?

PK.VA:Cr1.1	K.VA:Cr1.1	1.VA:Cr1.1	2.VA:Cr1.1	3.VA:Cr1.1	4.VA:Cr1.1	5.VA:Cr1.1
Engage in self-directed or collaborative exploration with a variety of arts materials.	Engage in exploration and imaginative play with various arts materials.	Engage collaboratively in exploration and imaginative play with various arts materials.	Brainstorm to generate multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm individual and collaborative approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.

6.VA:Cr1.1	7.VA:Cr1.1	8.VA:Cr1.1	Prof.VA:Cr1.1	Acc.VA:Cr1.1	Adv.VA:Cr1.1
Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or contemporary media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on students' existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Process Component

Imagine, Plan, Make

1.2 Enduring Understanding

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Questions

- 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?

PK.VA:Cr1.2	K.VA:Cr1.2	1.VA:Cr1.2	2.VA:Cr1.2	3.VA:Cr1.2	4.VA:Cr1.2	5.VA:Cr1.2
Engage in self-directed, creative art-making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various art materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

6.VA:Cr1.2	7.VA:Cr1.2	8.VA:Cr1.2	Prof.VA:Cr1.2	Acc.VA:Cr1.2	Adv.VA:Cr1.2
Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	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.

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Process Component

Investigate

2.1 Enduring Understanding

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Questions

- 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?

PK.VA:Cr2.1	K.VA:Cr2.1	1.VA:Cr2.1	2.VA:Cr2.1	3.VA:Cr2.1	4.VA:Cr2.1	5.VA:Cr2.1
Use a variety of art-making tools.	Through experimentation, build skills in various media and approaches to artmaking.	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.	Explore and invent art-making techniques and approaches.	Experiment and develop skills in multiple art-making techniques and approaches through practice.

6.VA:Cr2.1	7.VA:Cr2.1	8.VA:Cr2.1	Prof.VA:Cr2.1	Acc.VA:Cr2.1	Adv.VA:Cr2.1
Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.	Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Process Component

Investigate

2.2 Enduring Understanding

Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.

Essential Questions

- 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?

PK.VA:Cr2.2	K.VA:Cr2.2	1.VA:Cr2.2	2.VA:Cr2.2	3.VA:Cr2.2	4.VA:Cr2.2	5.VA:Cr2.2
Share art materials with others.	Identify safe and nontoxic art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

6.VA:Cr2.2	7.VA:Cr2.2	8.VA:Cr2.2	Prof.VA:Cr2.2	Acc.VA:Cr2.2	Adv.VA:Cr2.2
Explain environmental implications of conservation, care, and clean-up of arts materials, tools, and equipment.	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.	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.	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	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.

Process Component

Investigate

2.3 Enduring Understanding

People create and interact with objects, places, and design, and this defines, shapes, enhances, and empowers their lives.

Essential Questions

- 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 communicate effectively?

PK.VA:Cr2.3	K.VA:Cr2.3	1.VA:Cr2.3	2.VA:Cr2.3	3.VA:Cr2.3	4.VA:Cr2.3	5.VA:Cr2.3
Create and tell about art that communicates a story about a familiar place or object.	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose found objects to make a new artwork or design.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	Document, describe, and represent regional constructed environments.	Identify, describe, and visually document places and/or objects of personal significance.

6.VA:Cr2.3	7.VA:Cr2.3	8.VA:Cr2.3	Prof.VA:Cr2.3	Acc.VA:Cr2.3	Adv.VA:Cr2.3
Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Reflect, Refine, Revise

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.

Essential Questions

- 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?

PK.VA:Cr3	K.VA:Cr3	1.VA:Cr3	2.VA:Cr3	3.VA:Cr3	4.VA:Cr3	5.VA:Cr3
Share and talk about personal artwork.	Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Discuss, reflect, and add details to enhance an artwork's emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Use art vocabulary to describe personal choices in artmaking and in creating artist statements.

6.VA:Cr3	7.VA:Cr3	8.VA:Cr3	Prof.VA:Cr3	Acc.VA:Cr3	Adv.VA:Cr3
Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Presenting—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Process Component

Select, Analyze

Enduring Understanding

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Questions

- 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?

PK.VA:Pr4	K.VA:Pr4	1.VA:Pr4	2.VA:Pr4	3.VA:Pr4	4.VA:Pr4	5.VA:Pr4
Identify reasons for saving and displaying objects, artifacts, and artwork.	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artworks are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Explore how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

6.VA:Pr4	7.VA:Pr4	8.VA:Pr4	Prof.VA:Pr4	Acc.VA:Pr4	Adv.VA:Pr4
Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Presenting—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

Process Component

Prepare

Enduring Understanding

Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display, and when deciding if and how to preserve and protect it.

Essential Questions

- What methods, processes, and criteria are considered when preparing artwork for presentation, preservation, portfolio, or collection?
- How does assessing choices for presentation affect its meaning to the viewer?

PK.VA:Pr5	K.VA:Pr5	1.VA:Pr5	2.VA:Pr5	3.VA:Pr5	4.VA:Pr5	5.VA:Pr5
Identify places where art may be displayed or saved.	Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art, including artists' statements, for presentation.	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.	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

6.VA:Pr5	7.VA:Pr5	8.VA:Pr5	Prof.VA:Pr5	Acc.VA:Pr5	Adv.VA:Pr5
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.	Based on criteria, analyze and evaluate methods for preparing, preserving, and presenting art.	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods and processes for preserving, presenting, and protecting a variety of art works.

Presenting—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

Process Component

Present

Enduring Understanding

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.

Essential Questions

- 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 that are collected, preserved, or presented, cultivate appreciation and understanding?

PK.VA:Pr6	K.VA:Pr6	1.VA:Pr6	2.VA:Pr6	3.VA:Pr6	4.VA:Pr6	5.VA:Pr6
Identify where art is displayed, both inside and outside of school.	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Investigate and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

6.VA:Pr6	7.VA:Pr6	8.VA:Pr6	Prof.VA:Pr6	Acc.VA:Pr6	Adv.VA:Pr6
Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture.	Compare and contrast viewing and experiencing collections and exhibitions in different venues (physical and/or virtual).	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

Process Component

Perceive

7.1 Enduring Understanding

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.

Essential Questions

- 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?

PK.VA:Re7.1	K.VA:Re7.1	1.VA:Re7.1	2.VA:Re7.1	3.VA:Re7.1	4.VA:Re7.1	5.VA:Re7.1
Recognize art in one's environment.	Identify uses of art within one's personal environment.	Select and describe works of art that illustrate daily life experiences of one's self and others.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.	Compare responses to a work of art before and after working in similar media.	Compare one's own interpretation of a work of art with the interpretation of others.

6.VA:Re7.1	7.VA:Re7.1	8.VA:Re7.1	Prof.VA:Re7.1	Acc.VA:Re7.1	Adv.VA:Re7.1
Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture, environment, and personal experiences that impacts the message it conveys to others.	Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Process Component

Perceive, Analyze

7.2 Enduring Understanding

Visual imagery influences understanding of and responses to the world.

Essential Questions

- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?

PK.VA:Re7.2	K.VA:Re7.2	1.VA:Re7.2	2.VA:Re7.2	3.VA:Re7.2	4.VA:Re7.2	5.VA:Re7.2
Distinguish between images and real objects.	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties.	Determine messages communicated by an image.	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery.

6.VA:Re7.2	7.VA:Re7.2	8.VA:Re7.2	Prof.VA:Re7.2	Acc.VA:Re7.2	Adv.VA:Re7.2
Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	Analyze how one's understanding of the world is affected by experiencing visual imagery.	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Process Component

Interpret

Enduring Understanding

People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions

- 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 arts vocabularies help us understand and interpret works of art?

PK.VA:Re8	K.VA:Re8	1.VA:Re8	2.VA:Re8	3.VA:Re8	4.VA:Re8	5.VA:Re8
Interpret art by identifying and describing subject matter.	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the mood and characteristics of form.	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	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.

6.VA:Re8	7.VA:Re8	8.VA:Re8	Prof.VA:Re8	Acc.VA:Re8	Adv.VA:Re8
Interpret art by distinguishing between relevant and irrelevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	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.	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.	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Responding—Anchor Standard 9: Apply criteria to evaluate artistic work.

Process Component

Evaluate

Enduring Understanding

People evaluate art based on various criteria.

Essential Questions

- 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?

PK.VA:Re9	K.VA:Re9	1.VA:Re9	2.VA:Re9	3.VA:Re9	4.VA:Re9	5.VA:Re9
Select a preferred artwork and share.	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences using learned art vocabulary.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria.	Apply one set of criteria to evaluate more than one work of art.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

6.VA:Re9	7.VA:Re9	8.VA:Re9	Prof.VA:Re9	Acc.VA:Re9	Adv.VA:Re9
Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	Create a convincing and logical argument to support an evaluation of art.	Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Process Component

Synthesize

Enduring Understanding

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions

- 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 artmaking?

PK.VA:Cn10	K.VA:Cn10	1.VA:Cn10	2.VA:Cn10	3.VA:Cn10	4.VA:Cn10	5.VA:Cn10
Explore the world using descriptive and expressive words and artmaking.	Create art that tells a story about a life experience.	Identify times, places, and reasons for which students make art outside of school.	Create works of art about events in home, school, or community life.	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions.	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

6.VA:Cn10	7.VA:Cn10	8.VA:Cn10	Prof.VA:Cn10	Acc.VA:Cn10	Adv.VA:Cn10
Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Document the process of idea development, form early-stage ideas to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

Process Component

Relate

Enduring Understanding

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions

- 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 aspects of life?

PK.VA:Cn11	K.VA:Cn11	1.VA:Cn11	2.VA:Cn11	3.VA:Cn11	4.VA:Cn11	5.VA:Cn11
Recognize that people make art.	Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, and culture in which a work of art was created.	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

6.VA:Cn11	7.VA:Cn11	8.VA:Cn11	Prof.VA:Cn11	Acc.VA:Cn11	Adv.VA:Cn11
Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local, and global contexts.	Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Visual Arts Glossary

The visual arts terms defined in this section include only those terms that are underlined in the standards. The meaning of the terms is specific to their use in the standards and the artistic discipline. The definitions included here are not meant to be an exhaustive list or used as curriculum.

The following defined terms are commonly accepted definitions, most of which are provided by the National Coalition for Core Arts at https://www.nationalartsstandards.org/content/glossary.

appropriation: Intentional borrowing, copying, and alteration of preexisting images and objects.

art: In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, "The Role of Theory in Aesthetics," Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art.

In the California Arts Standards, the word art is used in the classificatory sense to mean "an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated."

An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of "good art."

artist statement: Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature.

artistic investigations: In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing.

art-making approaches: Diverse strategies and procedures by which artists initiate and pursue making a work.

artwork: Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.

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brainstorm: Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment.

characteristic(s): Attribute, feature, property, or essential quality.

characteristics of form (and structure): Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.

collaboratively: Joining with others in attentive participation in an activity of imagining, exploring, and/or making.

concepts: Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form.

constructed environment: Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play.

contemporary artistic practice: Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material, and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces.

contemporary criteria: Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings.

context: Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork’s creation and reception.

copyright: Form of protection grounded in the US Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works.

Creative Commons: Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice (http://creativecommons.org/).

criteria: In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

critique: Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design.

cultural contexts: Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art.

cultural traditions: Pattern of practices and beliefs within a societal group.

curate: Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits.

curator: Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts.

design: Application of creativity to planning the optimal solution to a given problem and communication of that plan to others.

digital format: Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device.

established criteria: Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators, and others or principles developed by an individual or group to pertain to a specific work of art or design.

exhibition narrative: Written description of an exhibition intended to educate viewers about its purpose.

expressive properties: Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art.

fair use: Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work.

formal and conceptual vocabularies: Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

found object: The use of man-made or natural objects not normally considered traditional art materials. Found objects are transformed by changing meaning from their original context. The objects can be used singly or in combination (e.g., assemblage or installation).

genre: Category of art or design identified by similarities in form, subject matter, content, or technique.

image: Visual representation of a person, animal, thing, idea, or concept.

imaginative play: Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating.

installation art: Art designed to exist in a site-specific location whether inside or outside, public or private. Contemporary art installation materials can range from everyday objects and natural materials to new and alternative media. Often the viewer walks into the installation space and is surrounded by the art.

material culture: Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and everyday rituals.

materials: Substances out of which art is made or composed, ranging from the traditional to "nonart" material and virtual, cybernetic, and simulated materials.

media: Mode(s) of artistic expression or communication; material or other resources used for creating art.

open source: Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (https://opensource.org/).

personal criteria: Principles for evaluating art and design based on individual preferences.

portfolio: Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy.

preservation: Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means.

preserve: Protect, save, and care for (curate) objects, artifacts, and artworks.

relevant criteria: Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work.

style: Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist.

technologies: Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments.

venue: Place or setting for an art exhibition, either a physical space or a virtual environment.

visual components: Properties of an image that can be perceived.

visual imagery: Group of images; images in general.

visual organizational strategies: Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work.

visual plan: Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue.