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MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for **VISUAL ARTS**
2017



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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
PURPOSE OF THE ARTS LEARNING STANDARDS.....	5
MISSION OF ARTS EDUCATION	6
ARTS INTEGRATION	6
ARTISTIC LITERACY.....	6
OVERVIEW OF THE ARTS LEARNING STANDARDS.....	7
BENEFITS OF THE ARTS IN EDUCATION.....	7
FOUNDATIONS AND GOALS	8
UNDERSTANDING THE ARTS LEARNING STANDARDS	9
INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR VISUAL ARTS.....	13
GUIDE TO THE ARTS LEARNING STANDARDS NOTATION	15
Pre-Kindergarten THROUGH 8 th Grade	17
High School	65
GLOSSARY	81
REFERENCES	85

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

MISSION OF ARTS EDUCATION

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

ARTS INTEGRATION

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

ARTISTIC LITERACY

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that art form and be able to reflect, critique, and connect personal experience to the arts.

OVERVIEW OF THE ARTS LEARNING STANDARDS

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi. This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

BENEFITS OF THE ARTS IN EDUCATION

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

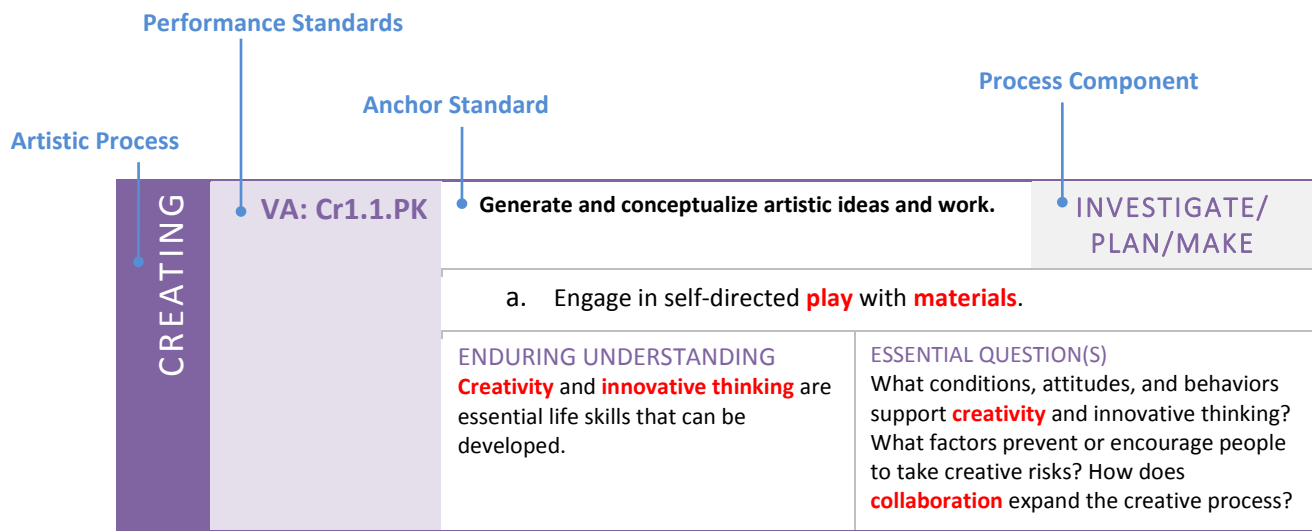
UNDERSTANDING THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the Arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the Arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts (dance, media arts, music, theatre, and visual arts).

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re— RESPONDING	Cn— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	<p>PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.</p> <p>PRESENTING (visual arts): Interpreting and sharing artistic work.</p> <p>PRODUCING (media arts): Realizing and presenting artistic ideas and work.</p>	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- HS - Proficient**
 Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.
- HS - Accomplished**
 Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.
- HS - Advanced**
 Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an “a” or “b” listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students’ ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student’s ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR VISUAL ARTS

The Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. (National Art Education Association)

The Visual Arts Standards provide learning progressions from Pre-Kindergarten–12th grade and provide a context for the grade level visual arts Performance Standards. These include Philosophical Foundations and Lifelong Goals for Artistic Literacy; Definitions of the artistic processes of Creating, Presenting, Responding, and Connecting; and Anchor Standards which are common across all five of the arts disciplines. The glossary provides definitions for those terms which the writing team felt would benefit from explaining the context or point of view regarding the use of the term within the standards.

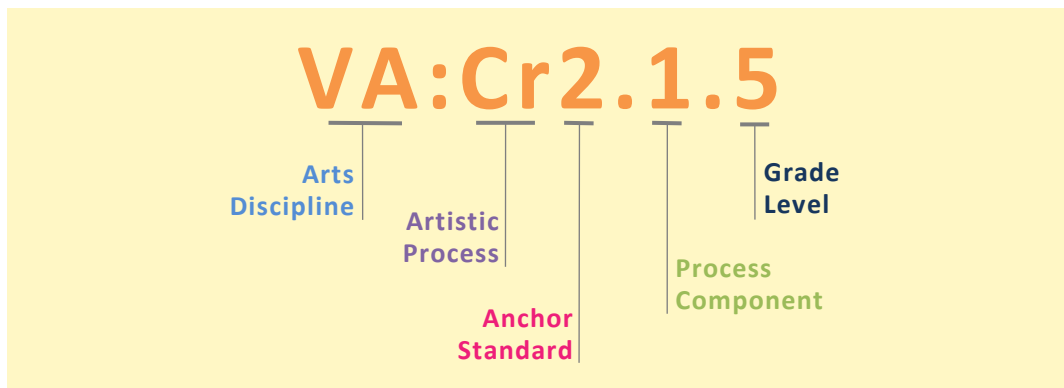
1. The standards provide the foundation for visual art education for all students. The standards support student-learning outcomes through big ideas – enduring understandings and essential questions. The concepts embedded in the standards reflect the scope of learning – the knowledge, skills, and understandings - taught through study of the visual arts. By including all aspects of creating, presenting, responding, and connecting in study of the visual arts, student learning through these standards explores the full scope of what it means to be an artistically literate citizen. While presented chronologically, the processes are best designed and taught in a blended fashion to support rich artistic skills and behaviors.
2. The standards provide ways to address the content of visual art education within the school year. There are 15 Enduring Understandings with 15 correlated grade-by-grade (Pre-Kindergarten-8th grade and three levels for high school) Performance Standards. Art educators will be able to cluster group standards using more than one within a given instructional unit. The Performance Standards offer a practical system for teachers to use to inform their instruction.
3. The standards emphasize deep learning in the visual arts creating higher expectations and support college, career and citizenship readiness for all students. The performance standards offer learning progressions for students. Embedded in the standards are ideas about how arts learning can be broadened and deepened to support students in making meaning of their lives and their world. Essential questions are provided for teachers as thought starters promoting inquiry based teaching and learning. They support communicating

and learning in art by providing language needed for students and stakeholders alike.

4. The standards provide opportunities for educators to reflect on their practice. The visual arts performance standards are fundamentally grounded in collective beliefs about what constitutes effective teaching and learning. Individual educators are encouraged to review and use the standards in achieving the goal of continuous improvement. Whether it means updating curriculum or adapting an individual art lesson or curriculum unit, the visual arts standards inspire and support the ways in which art educators keep their teaching fresh and dynamic.

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline The first two letters are codes for the arts discipline notation: **VA** = for Visual Arts

Artistic Process The next two letters after the colon are the artistic process:
Cr = Creating **Pr** = Presenting **Re** = Responding **Cn** = Connecting

Anchor Standard The next number is the anchor standard, numbers 1 to 11.

Process Component The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Visual Arts:

VA:Cr1.1.PK				
VA	Cr	1	1	PK
Arts discipline of Visual Arts	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

VA:Pr5.1.4				
VA	Pr	5	1	4
Arts discipline of Visual Arts	Artistic process of Presenting	Anchor standard five	Process component	Grade four

VA:Re8.1.6				
VA	Re	8	1	6
Arts discipline of Visual Arts	Artistic process of Responding	Anchor standard eight	Process component	Grade six

VA:Cn10.1.II				
VA	Cn	10	1	II
Arts discipline of Visual Arts	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten

THROUGH
8th Grade
[VISUAL ARTS]





Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed play with materials .	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Creativity and innovative thinking are essential life skills that can be developed.	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: Cr1.2.PK	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE	
	a. Engage in self-directed, creative making.		
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	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: Cr2.1.PK	Organize and develop artistic ideas and work.	INVESTIGATE	
	a. Use a variety of art-making tools.		
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
Artists and designers experiment with forms, structures, materials , concepts, media , and art-making approaches .	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: Cr2.2.PK	Organize and develop artistic ideas and work.	INVESTIGATE	
	a. Share materials with others.		
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	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?		



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr2.3.PK	Organize and develop artistic ideas and work.	INVESTIGATE
		<p>a. Create and tell about art that communicates a story about a familiar place or object.</p> <p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>ESSENTIAL QUESTION(S) 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>
CREATING	VA: Cr3.1.PK	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE
		<p>a. Share and talk about personal artwork.</p> <p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>ESSENTIAL QUESTION(S) 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>
PRESENTING	VA: Pr4.1.PK	Select, analyze and interpret artistic work for presentation.	SELECT
		<p>a. Identify reasons for saving and displaying objects, artifacts, and artwork.</p> <p>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.</p>	<p>ESSENTIAL QUESTION(S) 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>



Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

PRESENTING	VA: Pr5.1.PK	Develop and refine artistic techniques and work for presentation.	ANALYZE
		a. Identify places where art may be displayed or saved.	
	ENDURING UNDERSTANDING	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?
	VA: Pr6.1.PK	Convey meaning through the presentation of artistic work.	SHARE
		a. Identify where art is displayed both inside and outside of school.	
	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 QUESTION(S) 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?

RESPONDING	VA: Re7.1.PK	Perceive and analyze artistic work.	PERCEIVE
		a. Recognize art in one's environment.	
	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 QUESTION(S) 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: Re7.2.PK	Perceive and analyze artistic work.	PERCEIVE
		a. Distinguish between images and real objects.	
	ENDURING UNDERSTANDING	Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image ? Where and how do we encounter images in our world? How do images influence our views of the world?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

RESPONDING	VA: Re8.1.PK	Interpret intent and meaning in artistic work.	ANALYZE
	a. Interpret art by identifying and describing subject matter.		
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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?	
RESPONDING	VA: Re9.1.PK	Apply criteria to evaluate artistic work.	INTERPRET
	a. Select a preferred artwork.		
	ENDURING UNDERSTANDING People evaluate art based on various criteria	ESSENTIAL QUESTION(S) 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?	

CONNECTING	VA: Cn10.1.PK	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
	a. Explore the world using descriptive and expressive words and art-making.		
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) 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?	
CONNECTING	VA: Cn11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
	a. Recognize that people make art.		
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) 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?	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	<p>VA: Cr1.1.K Generate and conceptualize artistic ideas and work.</p> <p>a. Engage in exploration and imaginative play with materials.</p>	INVESTIGATE / PLAN / MAKE
	<p>ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S) 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>
	<p>VA: Cr1.2.K Generate and conceptualize artistic ideas and work.</p> <p>a. Engage collaboratively in creative art-making in response to an artistic problem.</p>	INVESTIGATE / PLAN / MAKE
	<p>ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S) 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>
<p>VA: Cr2.1.K Organize and develop artistic ideas and work.</p> <p>a. Through experimentation, build skills in various media and approaches to art-making.</p>	INVESTIGATE	
<p>ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S) 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>	
<p>VA: Cr2.2.K Organize and develop artistic ideas and work.</p> <p>a. Identify safe and non-toxic art materials, tools, and equipment.</p>	INVESTIGATE	
<p>ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>	<p>ESSENTIAL QUESTION(S) 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>	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr2.3.K	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Create art that represents natural and constructed environments.	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	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: Cr3.1.K	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE
		a. Explain the process of making art while creating.	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Artist and designers develop excellence through practice and constructive critique , reflecting on, revising, and refining work over time.	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?	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

PRESENTING	VA: Pr4.1.K Select, analyze and interpret artistic work for presentation.	SELECT
	a. Select art objects for personal portfolio and display, explaining why they were chosen.	
	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 QUESTION(S) 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?
VA: Pr5.1.K Develop and refine artistic techniques and work for presentation.	ANALYZE	
a. Explain the purpose of a portfolio or collection.		
ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?	
VA: Pr6.1.K Convey meaning through the presentation of artistic work.	SHARE	
a. Explain what an art museum is and distinguish how an art museum is different from other buildings.		
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 QUESTION(S) 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?	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

RESPONDING	VA: Re7.1.K	Perceive and analyze artistic work.	PERCEIVE
		a. Identify uses of art within one’s personal environment.	
		<p>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.</p>	<p>ESSENTIAL QUESTION(S) 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: Re7.2.K	Perceive and analyze artistic work.	PERCEIVE
		a. Describe what an image represents.	
		<p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTION(S) 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: Re8.1.K	Interpret intent and meaning in artistic work.	ANALYZE
		a. Interpret art by identifying subject matter and describing relevant details.	
		<p>ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTION(S) 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: Re9.1.K	Apply criteria to evaluate artistic work.	INTERPRET
		a. Explain reasons for selecting a preferred artwork.	
		<p>ENDURING UNDERSTANDING People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTION(S) 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>



Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

CONNECTING	VA: Cn10.1.K	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Create art that tells a story about a life experience.	
		<p>ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>ESSENTIAL QUESTION(S) 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: Cn11.1.K	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Identify a purpose of an artwork.	
		<p>ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>ESSENTIAL QUESTION(S) 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?</p>



1

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.1 Generate and conceptualize artistic ideas and work. INVESTIGATE / PLAN / MAKE	
	<p>a. Engage collaboratively in exploration and imaginative play with materials.</p>	
	<p>ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S) 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: Cr1.2.1 Generate and conceptualize artistic ideas and work. INVESTIGATE / PLAN / MAKE		
<p>a. Use observation and investigation in preparation for making a work of art.</p>		
<p>ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S) 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: Cr2.1.1 Organize and develop artistic ideas and work. INVESTIGATE		
<p>a. Explore uses of materials and tools to create works of art or design.</p>		
<p>ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S) 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: Cr2.2.1 Organize and develop artistic ideas and work. INVESTIGATE		
<p>a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p>		
<p>ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>	<p>ESSENTIAL QUESTION(S) 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>	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	<p>VA: Cr2.3.1 Organize and develop artistic ideas and work.</p> <p>a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>	<p>INVESTIGATE</p>
	<p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>ESSENTIAL QUESTION(S) 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>
	<p>VA: Cr3.1.1 Refine and complete artistic work.</p> <p>a. Use art vocabulary to describe choices while creating art.</p>	<p>REFLECT / REFINE / COMPLETE</p>
	<p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>ESSENTIAL QUESTION(S) 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>
PRESENTING	<p>VA: Pr4.1.1 Select, analyze and interpret artistic work for presentation.</p> <p>a. Explain why some objects, artifacts, and artwork are valued over others.</p>	<p>SELECT</p>
	<p>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.</p>	<p>ESSENTIAL QUESTION(S) 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>



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr5.1.1	Develop and refine artistic techniques and work for presentation.	ANALYZE
	<p>a. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p>		
<p>ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p>		<p>ESSENTIAL QUESTION(S) 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>	
PRESENTING	VA: Pr6.1.1	Convey meaning through the presentation of artistic work.	SHARE
	<p>a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.</p>		
<p>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.</p>		<p>ESSENTIAL QUESTION(S) 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>	

RESPONDING	VA: Re7.1.1	Perceive and analyze artistic work.	PERCEIVE
	<p>a. Select and describe works of art that illustrate daily life experiences of one’s self and others.</p>		
<p>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.</p>		<p>ESSENTIAL QUESTION(S) 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>	
RESPONDING	VA: Re7.2.1	Perceive and analyze artistic work.	PERCEIVE
	<p>a. Compare images that represent the same subject.</p>		
<p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p>		<p>ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	



1

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

RESPONDING	VA: Re8.1.1	Interpret intent and meaning in artistic work.	ANALYZE
		a. Interpret art by categorizing subject matter and identifying the characteristics of form .	
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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: Re9.1.1	Apply criteria to evaluate artistic work.	INTERPRET
		a. Classify artwork based on different reasons for preferences.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria .	ESSENTIAL QUESTION(S) 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?

CONNECTING	VA: Cn10.1.1	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Identify times, places, and reasons by which students make art outside of school.	
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) 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: Cn11.1.1	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Understand that people from different places and times have made art for a variety of reasons.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) 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?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

CREATING	VA: Cr1.1.2	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Brainstorm collaboratively multiple approaches to an art or design problem.	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Creativity and innovative thinking are essential life skills that can be developed.	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: Cr1.2.2	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE	
	a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.		
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	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: Cr2.1.2	Organize and develop artistic ideas and work.	INVESTIGATE	
	a. Experiment with various materials and tools to explore personal interests in a work of art or design.		
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
Artists and designers experiment with forms, structures, materials , concepts, media , and art-making approaches .	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: Cr2.2.2	Organize and develop artistic ideas and work.	INVESTIGATE	
	a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.		
ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)		
Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	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?		



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

CREATING	VA: Cr2.3.2	Organize and develop artistic ideas and work.	INVESTIGATE
		<p>a. Repurpose objects to make something new.</p> <p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>ESSENTIAL QUESTION(S) 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>	
CREATING	VA: Cr3.1.2	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE
		<p>a. Discuss and reflect with peers about choices made in creating artwork.</p> <p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>ESSENTIAL QUESTION(S) 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>	
PRESENTING	VA: Pr4.1.2	Select, analyze and interpret artistic work for presentation.	SELECT
		<p>a. Categorize artwork based on a theme or concept for an exhibit.</p> <p>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.</p> <p>ESSENTIAL QUESTION(S) 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>	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr5.1.2	Develop and refine artistic techniques and work for presentation.	ANALYZE
		<p>a. Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p> <p>ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>ESSENTIAL QUESTION(S) 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: Pr6.1.2	Convey meaning through the presentation of artistic work.	SHARE
		<p>a. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</p> <p>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.</p> <p>ESSENTIAL QUESTION(S) 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>	

RESPONDING	VA: Re7.1.2	Perceive and analyze artistic work.	PERCEIVE
		<p>a. Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.</p> <p>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.</p> <p>ESSENTIAL QUESTION(S) 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: Re7.2.2	Perceive and analyze artistic work.	PERCEIVE
		<p>a. Categorize images based on expressive properties.</p> <p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p> <p>ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	



2

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

RESPONDING	VA: Re8.1.2	Interpret intent and meaning in artistic work.	ANALYZE
		a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form .	
		ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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: Re9.1.2	Apply criteria to evaluate artistic work.	INTERPRET
		a. Use learned art vocabulary to express preferences about artwork.	
		ENDURING UNDERSTANDING People evaluate art based on various criteria .	ESSENTIAL QUESTION(S) 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?

CONNECTING	VA: Cn10.1.2	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Create works of art about events in home, school, or community life.	
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) 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: Cn11.1.2	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Compare and contrast cultural uses of artwork from different times and places.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) 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?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

CREATING	VA: Cr1.1.3	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Elaborate on an imaginative idea.	
		<p>ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S) 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: Cr1.2.3	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	
		<p>ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S) 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: Cr2.1.3	Organize and develop artistic ideas and work.	INVESTIGATE	
	a. Create personally satisfying artwork using a variety of artistic processes and materials .		
	<p>ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S) 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>	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr2.2.3	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Demonstrate an understanding of the safe and proficient use of materials , tools, and equipment for a variety of artistic processes.	
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) 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: Cr2.3.3	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) 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: Cr3.1.3	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE	
	a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.		
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique , reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) 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?	



3

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr4.1.3	Select, analyze and interpret artistic work for presentation.	SELECT
		a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	
		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 QUESTION(S) 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?
	VA: Pr5.1.3	Develop and refine artistic techniques and work for presentation.	ANALYZE
		a. Identify exhibit space and prepare works of art including artists' statements , for presentation.	
		ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?
VA: Pr6.1.3	Convey meaning through the presentation of artistic work.	SHARE	
	a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.		
	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 QUESTION(S) 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?	



3

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

RESPONDING	VA: Re7.1.3 Perceive and analyze artistic work.	PERCEIVE
	a. Speculate about processes an artist uses to create a work of art.	
	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 QUESTION(S) 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: Re7.2.3 Perceive and analyze artistic work.	PERCEIVE
	a. Determine messages communicated by an image .	
	ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image ? Where and how do we encounter images in our world? How do images influence our views of the world?
VA: Re8.1.3 Interpret intent and meaning in artistic work.	ANALYZE	
	a. Interpret art by analyzing use of media to create subject matter, characteristics of form , and mood.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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: Re9.1.3 Apply criteria to evaluate artistic work.	INTERPRET	
	a. Evaluate an artwork based on given criteria .	
	ENDURING UNDERSTANDING People evaluate art based on various criteria .	ESSENTIAL QUESTION(S) 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?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

CONNECTING	VA: Cn10.1.3	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		<p>a. Develop a work of art based on observations of surroundings.</p> <p>ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>ESSENTIAL QUESTION(S) 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: Cn11.1.3	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		<p>a. Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p> <p>ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>ESSENTIAL QUESTION(S) 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?</p>



4

CREATING

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.4	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Brainstorm multiple approaches to a creative art or design problem.	
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) 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: Cr1.2.4	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) 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: Cr2.1.4	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Explore and invent art-making techniques and approaches.	
		ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials , concepts, media , and art-making approaches .	ESSENTIAL QUESTION(S) 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: Cr2.2.4	Organize and develop artistic ideas and work.	INVESTIGATE
		a. When making works of art, utilize and care for materials , tools, and equipment in a manner that prevents danger to oneself and others.	
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) 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?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	<p>VA: Cr2.3.4 Organize and develop artistic ideas and work.</p> <p>a. Document, describe, and represent regional constructed environments.</p>	INVESTIGATE
	<p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>ESSENTIAL QUESTION(S) 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>
	<p>VA: Cr3.1.4 Refine and complete artistic work.</p> <p>a. Revise artwork in progress on the basis of insights gained through peer discussion.</p>	REFLECT / REFINE / COMPLETE
	<p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>ESSENTIAL QUESTION(S) 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>
PRESENTING	<p>VA: Pr4.1.4 Select, analyze and interpret artistic work for presentation.</p> <p>a. Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</p>	SELECT
	<p>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.</p>	<p>ESSENTIAL QUESTION(S) 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>



4

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr5.1.4	Develop and refine artistic techniques and work for presentation.	ANALYZE
		<p>a. 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> <p>ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>ESSENTIAL QUESTION(S) 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>	
PRESENTING	VA: Pr6.1.4	Convey meaning through the presentation of artistic work.	SHARE
		<p>a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p> <p>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.</p> <p>ESSENTIAL QUESTION(S) 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>	
RESPONDING	VA: Re7.1.4	Perceive and analyze artistic work.	PERCEIVE
		<p>a. Compare responses to a work of art before and after working in similar media.</p> <p>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.</p> <p>ESSENTIAL QUESTION(S) 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>	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

RESPONDING	VA: Re7.2.4 Perceive and analyze artistic work.	PERCEIVE
	<p>a. Analyze components in visual imagery that convey messages.</p>	
	<p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>
RESPONDING	VA: Re8.1.4 Interpret intent and meaning in artistic work.	ANALYZE
	<p>a. Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>	
	<p>ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTION(S) 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>
RESPONDING	VA: Re9.1.4 Apply criteria to evaluate artistic work.	INTERPRET
	<p>a. Apply one set of criteria to evaluate more than one work of art.</p>	
	<p>ENDURING UNDERSTANDING People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTION(S) 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>
CONNECTING	VA: Cn10.1.4 Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
	<p>a. Create works of art that reflect community cultural traditions.</p>	
	<p>ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>ESSENTIAL QUESTION(S) 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>



4

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

CONNECTING	VA: Cn11.1.4	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Through observation, infer information about time, place, and culture in which a work of art was created.	
		<p>ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>ESSENTIAL QUESTION(S) 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?</p>



5

CREATING

Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

VA: Cr1.1.5	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Combine ideas to generate an innovative idea for art-making.	
	<p>ENDURING UNDERSTANDING</p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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: Cr1.2.5	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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: Cr2.1.5	Organize and develop artistic ideas and work.	INVESTIGATE
	a. Experiment and develop skills in multiple art-making techniques and approaches through practice.	
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>



5

CREATING

Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

VA: Cr2.2.5	Organize and develop artistic ideas and work.	INVESTIGATE
	a. Demonstrate quality craftsmanship through care for and use of materials , tools, and equipment.	
	<p>ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>ESSENTIAL QUESTION(S) 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: Cr2.3.5	Organize and develop artistic ideas and work.	INVESTIGATE
	a. Identify, describe, and visually document places and/or objects of personal significance.	
	<p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>ESSENTIAL QUESTION(S) 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: Cr3.1.5	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE
	a. Create artist statements using art vocabulary to describe personal choices in art-making.	
	<p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>ESSENTIAL QUESTION(S) 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>	



5

PRESENTING

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr4.1.5	Select, analyze and interpret artistic work for presentation.	SELECT
		a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving , maintaining, and presenting objects, artifacts, and artwork.	
	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 QUESTION(S) 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?
PRESENTING	VA: Pr5.1.5	Develop and refine artistic techniques and work for presentation.	ANALYZE
		a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	
	ENDURING UNDERSTANDING	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?
PRESENTING	VA: Pr6.1.5	Convey meaning through the presentation of artistic work.	SHARE
		a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	
	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 QUESTION(S) 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?



5

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

RESPONDING	VA: Re7.1.5 Perceive and analyze artistic work.	PERCEIVE
	a. Compare one's own interpretation of a work of art with the interpretation of others.	
	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 QUESTION(S) 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: Re7.2.5 Perceive and analyze artistic work.	PERCEIVE
	a. Identify and analyze cultural associations suggested by visual imagery .	
	ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image ? Where and how do we encounter images in our world? How do images influence our views of the world?
	VA: Re8.1.5 Interpret intent and meaning in artistic work.	ANALYZE
	a. 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.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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: Re9.1.5 Apply criteria to evaluate artistic work.	INTERPRET
	a. Recognize differences in criteria used to evaluate works of art depending on styles, genres , and media as well as historical and cultural contexts .	
	ENDURING UNDERSTANDING People evaluate art based on various criteria .	ESSENTIAL QUESTION(S) 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?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

CONNECTING	VA: Cn10.1.5	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		<p>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p>	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) 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?	
CONNECTING	VA: Cn11.1.5	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		<p>a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) 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?	



6

CREATING

Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

VA: Cr1.1.6	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Combine concepts collaboratively to generate innovative ideas for creating art.	
	<p>ENDURING UNDERSTANDING</p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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: Cr1.2.6	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Formulate an artistic investigation of personally relevant content for creating art.	
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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: Cr2.1.6	Organize and develop artistic ideas and work.	INVESTIGATE
	a. Demonstrate openness in trying new ideas, materials , methods, and approaches in making works of art and design.	
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr2.2.6	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Explain environmental implications of conservation, care, and clean-up of art materials , tools, and equipment.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) 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: Cr2.3.6	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) 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: Cr3.1.6	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE
		a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique , reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) 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?	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr4.1.6	Select, analyze and interpret artistic work for presentation.	SELECT
	<p>a. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</p>		
	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 QUESTION(S)
			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?
PRESENTING	VA: Pr5.1.6	Develop and refine artistic techniques and work for presentation.	ANALYZE
	<p>a. 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>		
	ENDURING UNDERSTANDING	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S)
			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?
PRESENTING	VA: Pr6.1.6	Convey meaning through the presentation of artistic work.	SHARE
	<p>a. Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p>		
	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 QUESTION(S)
			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?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

RESPONDING	VA: Re7.1.6	Perceive and analyze artistic work.	PERCEIVE
		a. Identify and interpret works of art or design that reveal how people live around the world and what they value.	
		<p>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.</p>	<p>ESSENTIAL QUESTION(S) 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: Re7.2.6	Perceive and analyze artistic work.	PERCEIVE
		a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	
		<p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTION(S) 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: Re8.1.6	Interpret intent and meaning in artistic work.	ANALYZE
		a. 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>ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTION(S) 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: Re9.1.6	Apply criteria to evaluate artistic work.	INTERPRET
		a. Develop and apply relevant criteria to evaluate a work of art.	
		<p>ENDURING UNDERSTANDING People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTION(S) 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>



6

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CONNECTING	VA: Cn10.1.6	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		<p>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</p> <p>ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>ESSENTIAL QUESTION(S) 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: Cn11.1.6	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		<p>a. Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>ESSENTIAL QUESTION(S) 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?</p>	



7

CREATING

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

VA: Cr1.1.7	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Apply methods to overcome creative blocks.	
	<p>ENDURING UNDERSTANDING</p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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: Cr1.2.7	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Develop criteria to guide making a work of art or design to meet an identified goal.	
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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: Cr2.1.7	Organize and develop artistic ideas and work.	INVESTIGATE
	a. Demonstrate persistence in developing skills with various materials , methods, and approaches in creating works of art or design.	
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>



7

CREATING

Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

VA: Cr2.2.7	Organize and develop artistic ideas and work.	INVESTIGATE
	a. 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.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) 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: Cr2.3.7	Organize and develop artistic ideas and work.	INVESTIGATE
	a. Apply visual organizational strategies to design and produce a work of art, design , or media that clearly communicates information or ideas.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) 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: Cr3.1.7	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE
	a. Reflect on and explain important information about personal artwork in an artist statement or another format.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique , reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) 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?



7

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr4.1.7	Select, analyze and interpret artistic work for presentation.	SELECT
		a. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	
	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 QUESTION(S) 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?
	VA: Pr5.1.7	Develop and refine artistic techniques and work for presentation.	ANALYZE
		a. Based on criteria , analyze and evaluate methods for preparing and presenting art.	
	ENDURING UNDERSTANDING	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?
	VA: Pr6.1.7	Convey meaning through the presentation of artistic work.	SHARE
		a. Compare and contrast viewing and experiencing collections and exhibitions in different venues .	
	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 QUESTION(S) 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?



Pre-Kindergarten through 8th Grade [VISUAL ARTS] *Words in red are defined in the Glossary.*

RESPONDING	VA: Re7.1.7 Perceive and analyze artistic work.	PERCEIVE
	<p>a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>	
	<p>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.</p>	<p>ESSENTIAL QUESTION(S) 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: Re7.2.7 Perceive and analyze artistic work.	PERCEIVE
	<p>a. Analyze multiple ways that images influence specific audiences.</p>	
	<p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTION(S) 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: Re8.1.7 Interpret intent and meaning in artistic work.	ANALYZE
	<p>a. 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>	
	<p>ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTION(S) 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: Re9.1.7 Apply criteria to evaluate artistic work.	INTERPRET
	<p>a. 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.</p>	
	<p>ENDURING UNDERSTANDING People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTION(S) 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>



7

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

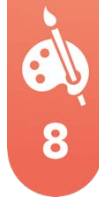
CONNECTING	VA: Cn10.1.7	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		<p>a. Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</p> <p>ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>ESSENTIAL QUESTION(S) 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>	
CONNECTING	VA: Cn11.1.7	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		<p>a. 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> <p>ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>ESSENTIAL QUESTION(S) 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?</p>	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.8	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE	
		a. Document early stages of the creative process visually and/or verbally in traditional or new media .			
	ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.		ESSENTIAL QUESTION(S) 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: Cr1.2.8	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE	
		a. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.			
	ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.		ESSENTIAL QUESTION(S) 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: Cr2.1.8	Organize and develop artistic ideas and work.		INVESTIGATE		
	a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.				
ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials , concepts, media , and art-making approaches .		ESSENTIAL QUESTION(S) 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?			

CREATING	VA: Cr2.2.8	Organize and develop artistic ideas and work.	INVESTIGATE
		a. 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.	
		ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) 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: Cr2.3.8	Organize and develop artistic ideas and work.	INVESTIGATE
		a. Select, organize, and design images and words to make visually clear and compelling presentations.	
		ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) 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: Cr3.1.8	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE	
	a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.		
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique , reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) 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?	



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

PRESENTING	VA: Pr4.1.8	Select, analyze and interpret artistic work for presentation.	SELECT
		a. Develop and apply criteria for evaluating a collection of artwork for presentation.	
		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 QUESTION(S) 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?
	VA: Pr5.1.8	Develop and refine artistic techniques and work for presentation.	ANALYZE
		a. Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	
		ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?
	VA: Pr6.1.8	Convey meaning through the presentation of artistic work.	SHARE
		a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	
		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 QUESTION(S) 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?



8

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

RESPONDING	VA: Re7.1.8 Perceive and analyze artistic work.	PERCEIVE
	a. Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	
	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 QUESTION(S) 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: Re7.2.8 Perceive and analyze artistic work.	PERCEIVE
	a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	
	ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an image ? Where and how do we encounter images in our world? How do images influence our views of the world?
	VA: Re8.1.8 Interpret intent and meaning in artistic work.	ANALYZE
	a. 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.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) 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: Re9.1.8 Apply criteria to evaluate artistic work.	INTERPRET
	a. Create a convincing and logical argument to support an evaluation of art.	
	ENDURING UNDERSTANDING People evaluate art based on various criteria .	ESSENTIAL QUESTION(S) 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?

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in **red** are defined in the Glossary.

CONNECTING	VA: Cn10.1.8	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.	
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) 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: Cn11.1.8	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) 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?

High School

PROFICIENT
ACCOMPLISHED
ADVANCED
[VISUAL ARTS]





CREATING

CREATING	VA: Cr1.1.I HS PROFICIENT	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Use multiple approaches to begin creative endeavors.		
	ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) 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?	
CREATING	VA: Cr1.2.I HS PROFICIENT	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
	a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.		
	ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) 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 ?	
CREATING	VA: Cr2.1.I HS PROFICIENT	Organize and develop artistic ideas and work.	INVESTIGATE
	a. Engage in making a work of art or design without having a preconceived plan.		
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials , concepts, media , and art-making approaches .	ESSENTIAL QUESTION(S) 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?	



CREATING	<p>VA: Cr2.2.I HS PROFICIENT</p>	<p>Organize and develop artistic ideas and work.</p>	<p>INVESTIGATE</p>	
	<p>a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>			
	<p>ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>		<p>ESSENTIAL QUESTION(S) 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>	
	<p>VA: Cr2.3.I HS PROFICIENT</p>			<p>INVESTIGATE</p>
	<p>a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p>			
	<p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>		<p>ESSENTIAL QUESTION(S) 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>	
<p>VA: Cr3.1.I HS PROFICIENT</p>			<p>REFLECT / REFINE / COMPLETE</p>	
<p>a. 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>				
<p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>		<p>ESSENTIAL QUESTION(S) 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>		



PRESENTING

PRESENTING	VA: Pr4.1.I HS PROFICIENT	Select, analyze and interpret artistic work for presentation.	SELECT
	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation .		
	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 QUESTION(S) 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?	
PRESENTING	VA: Pr5.1.I HS PROFICIENT	Develop and refine artistic techniques and work for presentation.	ANALYZE
	a. Analyze and evaluate the reasons and ways an exhibition is presented.		
	ENDURING UNDERSTANDING Artists, curators , and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?	
PRESENTING	VA: Pr6.1.HS.I HS PROFICIENT	Convey meaning through the presentation of artistic work.	SHARE
	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.		
	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 QUESTION(S) 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?	



RESPONDING

<p>VA: Re7.1.I HS PROFICIENT</p>	<p>Perceive and analyze artistic work.</p>	<p>PERCEIVE</p>
	<p>a. Hypothesize ways in which art influences perception and understanding of human experiences.</p>	
	<p>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.</p>	<p>ESSENTIAL QUESTION(S) 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>
<p>VA: Re7.2.I HS PROFICIENT</p>	<p>Perceive and analyze artistic work.</p>	<p>PERCEIVE</p>
	<p>a. Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p>	
	<p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>
<p>VA: Re8.1.I HS PROFICIENT</p>	<p>Interpret intent and meaning in artistic work.</p>	<p>ANALYZE</p>
	<p>a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	
	<p>ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTION(S) 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>
<p>VA: Re9.1.I HS PROFICIENT</p>	<p>Apply criteria to evaluate artistic work.</p>	<p>INTERPRET</p>
	<p>a. Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	
	<p>ENDURING UNDERSTANDING People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTION(S) 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>



CONNECTING

<p>VA: Cn10.1.I HS PROFICIENT</p>	<p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SYNTHESIZE</p>
	<p>a. Document the process of developing ideas from early stages to fully elaborated ideas.</p>	
	<p>ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>ESSENTIAL QUESTION(S) 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>
<p>VA: Cn11.1.I HS PROFICIENT</p>	<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>RELATE</p>
	<p>a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	
	<p>ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>ESSENTIAL QUESTION(S) 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?</p>



CREATING

CREATING	<p>VA: Cr1.1.II HS ACCOMPLISHED</p>	<p>Generate and conceptualize artistic ideas and work.</p>	<p>INVESTIGATE / PLAN / MAKE</p>
		<p>a. Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	
	<p>ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S) 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>	
	<p>VA: Cr1.2.II HS ACCOMPLISHED</p>	<p>Generate and conceptualize artistic ideas and work.</p>	<p>INVESTIGATE / PLAN / MAKE</p>
		<p>a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>	
	<p>ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S) 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>	
	<p>VA: Cr2.1.II HS ACCOMPLISHED</p>	<p>Organize and develop artistic ideas and work.</p>	<p>INVESTIGATE</p>
		<p>a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	
	<p>ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S) 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>	



CREATING

CREATING	<p>VA: Cr2.2.II HS ACCOMPLISHED</p>	<p>Organize and develop artistic ideas and work.</p>		<p>INVESTIGATE</p>
	<p>a. Demonstrate awareness of ethical implications of making and distributing creative work.</p>			
	<p>ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>	<p>ESSENTIAL QUESTION(S) 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>		
CREATING	<p>VA: Cr2.3.II HS ACCOMPLISHED</p>	<p>Organize and develop artistic ideas and work.</p>		<p>INVESTIGATE</p>
	<p>a. Redesign an object, system, place, or design in response to contemporary issues.</p>			
	<p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>ESSENTIAL QUESTION(S) 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>		
CREATING	<p>VA: Cr3.1.II HS ACCOMPLISHED</p>	<p>Refine and complete artistic work.</p>		<p>REFLECT / REFINE / COMPLETE</p>
	<p>a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>			
	<p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>ESSENTIAL QUESTION(S) 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>		



PRESENTING

PRESENTING	VA: Pr4.1.II HS ACCOMPLISHED	Select, analyze and interpret artistic work for presentation.	SELECT
	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.		
	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 QUESTION(S) 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?	
PRESENTING	VA: Pr5.1.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for presentation.	ANALYZE
	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.		
	ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?	
PRESENTING	VA: Pr6.1.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work.	SHARE
	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.		
	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 QUESTION(S) 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?	



RESPONDING

<p>VA: Re7.1.II HS ACCOMPLISHED</p>	<p>Perceive and analyze artistic work.</p>		<p>PERCEIVE</p>
	<p>a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>		
	<p>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.</p>	<p>ESSENTIAL QUESTION(S) 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>	
<p>VA: Re7.2.II HS ACCOMPLISHED</p>	<p>Perceive and analyze artistic work.</p>		<p>PERCEIVE</p>
	<p>a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>		
	<p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTION(S) What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	
<p>VA: Re8.1.II HS ACCOMPLISHED</p>	<p>Interpret intent and meaning in artistic work.</p>		<p>ANALYZE</p>
	<p>a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>		
	<p>ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTION(S) 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>	



RESPONDING	VA: Re9.1.II HS ACCOMPLISHED	Apply criteria to evaluate artistic work.	INTERPRET
		a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	ESSENTIAL QUESTION(S) 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?
CONNECTING	VA: Cn10.1.II HS ACCOMPLISHED	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	ESSENTIAL QUESTION(S) 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?
CONNECTING	VA: Cn11.1.II HS ACCOMPLISHED	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		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 .	ESSENTIAL QUESTION(S) 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?



CREATING

<p>VA: Cr1.1.III HS ADVANCED</p>	<p>Generate and conceptualize artistic ideas and work.</p>		<p>INVESTIGATE / PLAN / MAKE</p>
	<p>a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p>		
	<p>ENDURING UNDERSTANDING</p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>	
<p>VA: Cr1.2.III HS ADVANCED</p>	<p>Generate and conceptualize artistic ideas and work.</p>		<p>INVESTIGATE / PLAN / MAKE</p>
	<p>a. 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>		
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>	
<p>VA: Cr2.1.III HS ADVANCED</p>	<p>Organize and develop artistic ideas and work.</p>		<p>INVESTIGATE</p>
	<p>a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>		
	<p>ENDURING UNDERSTANDING</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>	



CREATING

<p>VA: Cr2.2.III HS ADVANCED</p>	<p>Organize and develop artistic ideas and work.</p>		<p>INVESTIGATE</p>
	<p>a. 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.</p>		
	<p>ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>	<p>ESSENTIAL QUESTION(S) 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>	
<p>VA: Cr2.3.III HS ADVANCED</p>	<p>Organize and develop artistic ideas and work.</p>		<p>INVESTIGATE</p>
	<p>a. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p>		
	<p>ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>ESSENTIAL QUESTION(S) 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>	
<p>VA: Cr3.1.III HS ADVANCED</p>	<p>Refine and complete artistic work.</p>		<p>REFLECT / REFINE / COMPLETE</p>
	<p>a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>		
	<p>ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>ESSENTIAL QUESTION(S) 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>	



PRESENTING

PRESENTING	VA: Pr4.1.III HS ADVANCED	Select, analyze and interpret artistic work for presentation.	SELECT
	a. Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting artwork for a specific exhibit or event		
	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 QUESTION(S) 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?	
PRESENTING	VA: Pr5.1.III HS ADVANCED	Develop and refine artistic techniques and work for presentation.	ANALYZE
	a. Investigate, compare, and contrast methods for preserving and protecting art.		
	ENDURING UNDERSTANDING Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	ESSENTIAL QUESTION(S) 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?	
PRESENTING	VA: Pr6.1.HS.III HS ADVANCED	Convey meaning through the presentation of artistic work.	SHARE
	a. Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.		
	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 QUESTION(S) 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?	



RESPONDING	<p>VA: Re7.1.III HS ADVANCED</p>	<p>Perceive and analyze artistic work.</p>	<p>PERCEIVE</p>
		<p>a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	
	<p>ENDURING UNDERSTANDING</p> <p>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.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>	
	<p>VA: Re7.2.III HS ADVANCED</p>	<p>Perceive and analyze artistic work.</p>	<p>PERCEIVE</p>
		<p>a. Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	
	<p>ENDURING UNDERSTANDING</p> <p>Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	
	<p>VA: Re8.1.III HS ADVANCED</p>	<p>Interpret intent and meaning in artistic work.</p>	<p>ANALYZE</p>
		<p>a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	
	<p>ENDURING UNDERSTANDING</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>	
	<p>VA: Re9.1.III HS ADVANCED</p>	<p>Apply criteria to evaluate artistic work.</p>	<p>INTERPRET</p>
		<p>a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
	<p>ENDURING UNDERSTANDING</p> <p>People evaluate art based on various criteria.</p>	<p>ESSENTIAL QUESTION(S)</p> <p>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>	



CONNECTING

<p>VA: Cn10.1.III HS ADVANCED</p>	<p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SYNTHESIZE</p>
	<p>a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>	<p>ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>VA: Cn11.1.III HS ADVANCED</p>	<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>RELATE</p>
	<p>a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>

GLOSSARY

VISUAL ARTS, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials (Revised July 2012).

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 Next Generation Core Visual 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”.

APPROPRIATION

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

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.

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.

COLLABORATION

Joint effort of working together to formulate and solve creative problems.

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.

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 U.S. 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.

CREATIVITY

Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.

CRITERIA

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

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.

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.

PERSONAL CRITERIA

Principles for evaluating art and design based on individual preferences.

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.

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.

ENGAGEMENT

Attentive participation in an activity of imagining, exploring, and making.

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.

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.

INNOVATIVE THINKING

Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems.

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 every day rituals.

MATERIALS

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

MEDIUM/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 (<http://opensource.org>).

PLAY

Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.

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.

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.

TEXT

A form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps.

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 ORGANIZATION APPROACHES AND 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.

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