

New York State Learning Standards for the

ARTS

PRESENT
TOGETHER WE • CREATE • PERFORM • RESPOND • CONNECT
PRODUCE



Visual Arts

At-A-Glance Standards

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Visual Arts

At-A-Glance Standards

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NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters

DA=Dance MA=Media Arts MU=Music TH=Theatre VA=Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter

Cr Creating
Pr Performing/Presenting/Producing
Re Responding
Cn Connecting

Each anchor standard is assigned a number

Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting
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.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: **1.1**, **1.2**. ".1" follows the AS number *even when there is only one* Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral

PK=Pre-Kindergarten K=Kindergarten 1,2,3,4,5,6,7,8 for grades 1-8
HSI for HS Proficient HSII for HS Accomplished HSIII for HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter *even when there is only one*. The first performance indicator is "a", the next "b", and so on.

Ordering

First position indicates the discipline. It is always followed by a colon (:).
Second position (following the colon) indicates the Artistic Process.
Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."
Fourth position indicates the Grade Level.
Fifth position indicates the Performance Indicator.

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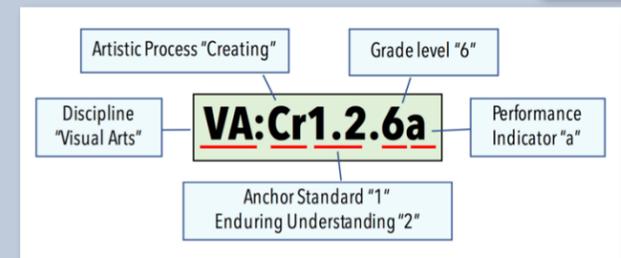
Visual Arts Example

Example Performance Indicator

Performance Indicators are coded with a lower case alpha (a, b, c) *even when there is only one* in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

**6th
VA:Cr1.2.6**
a. Use **brainstorming** to formulate an **artistic investigation** of personally relevant content for creating



Example Code

VISUAL ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 1

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding 1.1 Creativity and innovative thinking are essential life skills that can be developed.

Essential Questions

- What conditions, attitudes, and behaviors support creative risk taking and innovative thinking?
- How does collaboration expand the creative process?

Artistic Process • CREATING
Process Components • INVESTIGATE, PLAN, MAKE

Pre-K VA:Cr1.1.PK	Kindergarten VA:Cr1.1.K	1st VA:Cr1.1.1	2nd VA:Cr1.1.2	3rd VA:Cr1.1.3	4th VA:Cr1.1.4	5th VA:Cr1.1.5	6th VA:Cr1.1.6	7th VA:Cr1.1.7	8th VA:Cr1.1.8	HS Proficient VA:Cr1.1.HSI	HS Accomplished VA:Cr1.1.HSII	HS Advanced VA:Cr1.1.HSIII
a. Engage in self-directed imaginative play with materials.	a. Engage in exploration and imaginative play with materials.	a. Engage collaboratively in exploration and imaginative play with materials.	a. Collaboratively brainstorm approaches to an art or design problem.	a. Elaborate on a selected imaginative idea.	a. Brainstorm approaches to a creative art or design problem.	a. Combine ideas to generate an innovative idea for artmaking.	a. Collaboratively exchange concepts and different points of view to generate innovative ideas for creating art.	a. Apply strategies to overcome creative blocks.	a. Document and reflect on early stages of the creative process , visually and/or verbally in traditional or new media .	a. Use multiple artmaking approaches to begin creative endeavors.	a. Formulate, individually or collaboratively , new creative problems, based on student's existing artwork.	a. Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change.

Enduring Understanding 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Questions

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists and designers follow or break from established traditions?
- How do artists and designers determine what resources and criteria are needed to formulate artistic investigations?

Artistic Process • CREATING
Process Components • INVESTIGATE, PLAN, MAKE

Pre-K VA:Cr1.2.PK	Kindergarten VA:Cr1.2.K	1st VA:Cr1.2.1	2nd VA:Cr1.2.2	3rd VA:Cr1.2.3	4th VA:Cr1.2.4	5th VA:Cr1.2.5	6th VA:Cr1.2.6	7th VA:Cr1.2.7	8th VA:Cr1.2.8	HS Proficient VA:Cr1.2.HSI	HS Accomplished VA:Cr1.2.HSII	HS Advanced VA:Cr1.2.HSIII
a. Engage in self-directed, creative making.	a. Engage collaboratively in creative artmaking in response to an artistic problem.	a. Use observation and exploration in preparation for making a work of art.	a. Create art or design with various materials and tools to explore personal interests, questions, and curiosity.	a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process .	a. Work individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers.	a. Identify and demonstrate diverse strategies for artistic investigation to choose an approach for beginning a work of art.	a. Use brainstorming to formulate an artistic investigation of personally relevant content for creating art.	a. Develop criteria to guide making a work of art or design to meet an identified goal.	a. Collaboratively shape an artistic investigation of an aspect of present-day life by using a contemporary practice of art and design.	a. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions .	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 connected by a theme , idea, or concept .

Note: throughout the 11 NYS Visual Arts Standards, the terms **art**, **artwork(s)** and **design** appear over and over again as the distinct results of different kinds of visual thinking. Though unbolded in this document, their definitions are located in the NYS Visual Arts Glossary.

VISUAL ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 2

Anchor Standard 2 Organize and develop artistic ideas and work.

Enduring Understanding 2.1 Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.

- Essential Questions**
- How do artists work?
 - How do artists and designers find a particular direction that is effective for their work?
 - How do artists and designers learn from trial and error?

Artistic Process • CREATING
Process Component • INVESTIGATE

Pre-K VA:Cr2.1.PK	Kindergarten VA:Cr2.1.K	1st VA:Cr2.1.1	2nd VA:Cr2.1.2	3rd VA:Cr2.1.3	4th VA:Cr2.1.4	5th VA:Cr2.1.5	6th VA:Cr2.1.6	7th VA:Cr2.1.7	8th VA:Cr2.1.8	HS Proficient VA:Cr2.1.HSI	HS Accomplished VA:Cr2.1.HSII	HS Advanced VA:Cr2.1.HSIII
a. Use a variety of artmaking tools	a. Through experimentation, build skills in various media and artmaking approaches .	a. Explore uses of materials and tools to create works of art or design.	a. Experiment with various materials and tools to explore personal interests in a work of art or design.	a. Create artwork using a variety of artistic processes and materials .	a. Explore and invent artmaking techniques and approaches .	a. Experiment and develop skills in multiple artmaking techniques and approaches through practice.	a. Demonstrate openness in trying new ideas, materials , methods, and artmaking approaches in making works of art and design.	a. Demonstrate persistence in developing skills with various materials , methods, and artmaking approaches in creating works of art or design.	a. Experiment, innovate , and take risks to pursue ideas, forms , and meanings that emerge in the process of artmaking or designing.	a. Generate and develop artistic work in a self-directed manner.	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form .	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme , idea, or concept .

Enduring Understanding 2.2 Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.

- Essential Questions**
- How do artists and designers care for and maintain materials, tools, and equipment?
 - Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
 - What ethical considerations arise when artists use existing images in their work?
 - What responsibilities come with the freedom to create and share artistic work?

Artistic Process • CREATING
Process Components • CONSIDER, RESPECT

Pre-K VA:Cr2.2.PK	Kindergarten VA:Cr2.2.K	1st VA:Cr2.2.1	2nd VA:Cr2.2.2	3rd VA:Cr2.2.3	4th VA:Cr2.2.4	5th VA:Cr2.2.5	6th VA:Cr2.2.6	7th VA:Cr2.2.7	8th VA:Cr2.2.8	HS Proficient VA:Cr2.2.HSI	HS Accomplished VA:Cr2.2.HSII	HS Advanced VA:Cr2.2.HSIII
a. Share materials with others.	a. Identify safe art materials , tools, and equipment.	a. Demonstrate safe and proper procedures for using materials , tools, and equipment.	a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	a. Demonstrate an understanding of the safe and proficient use of materials , tools, and equipment for a variety of artistic processes .	a. Utilize and care for materials , tools, and equipment in a safe manner.	a. Demonstrate quality craftsmanship through care for and use of materials , tools, and equipment.	a. Practice conservation , care, safety, and clean-up of art materials , tools, and equipment.	a. Demonstrate conservation , care, and clean-up of art materials , tools, and equipment.	a. Explain environmental implications of conservation , care, and clean-up of art materials , tools, and equipment; and demonstrate self-regulation in applying the understandings in the art classroom.	a. Demonstrate an environmentally conscious approach to conservation , care, and clean-up of art materials , tools, and equipment in the art classroom.	a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials , tools, and equipment.	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.
-----	-----	-----	-----	-----	-----	b. Consider responsible and respectful practices when using other artists' work for inspiration, and when sharing artistic work via technology .	b. Explain and practice responsible use of sharing images online.	b. Demonstrate ethical responsibility when using, posting, and sharing images and materials through technology .	b. Demonstrate ethical responsibility when appropriating , posting, and sharing images .	b. Demonstrate awareness of the ethical implications of making and distributing creative work.	b. Consistently apply ethical standards when making and distributing creative work.	-----

Anchor Standard 2 (cont'd)

Enduring Understanding 2.3 People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.

Essential Questions

- How do objects and places 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 that effectively communicate ideas or influence people's lives?

Artistic Process • CREATING Process Component • MAKE

Pre-K VA:Cr2.3.PK	Kindergarten VA:Cr2.3.K	1st VA:Cr2.3.1	2nd VA:Cr2.3.2	3rd VA:Cr2.3.3	4th VA:Cr2.3.4	5th VA:Cr2.3.5	6th VA:Cr2.3.6	7th VA:Cr2.3.7	8th VA:Cr2.3.8	HS Proficient VA:Cr2.3.HSI	HS Accomplished VA:Cr2.3.HSII	HS Advanced VA:Cr2.3.HSIII
a. Create and tell about art that communicates a story about a familiar place or object.	a. Note similarities and differences of objects through drawings, diagrams, sculptures, or other visual means.	a. Create art that represents natural and constructed environments .	a. Repurpose objects or materials to make something new.	a. Individually or collaboratively construct representations , diagrams, or maps of places that are part of everyday life.	a. Identify, describe , and visually document places or objects of personal significance.	a. Document, describe , and represent constructed environments of regional or historical significance.	a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.	a. Apply visual organizational strategies to design and produce a work of art or design that clearly communicates information or ideas.	a. Select, organize, and design images and text to make visually clear and compelling artistic work .	a. Develop a proposal and create sketches or a model for an installation , artwork, or space design that transforms the perception and experience of a particular place.	a. Redesign an object, system, place, or design in response to contemporary issues.	a. Demonstrate in works of art or design how visual culture and material culture define, shape, enhance, inhibit, and/or empower people's lives.

VISUAL ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 3

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding 3.1 Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.

Essential Questions

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How do personal reflection and group critique help us to develop more effective artistic work?

Artistic Process • CREATING Process Components • REFLECT, REFINE, CONTINUE

Pre-K VA:Cr3.1.PK	Kindergarten VA:Cr3.1.K	1st VA:Cr3.1.1	2nd VA:Cr3.1.2	3rd VA:Cr3.1.3	4th VA:Cr3.1.4	5th VA:Cr3.1.5	6th VA:Cr3.1.6	7th VA:Cr3.1.7	8th VA:Cr3.1.8	HS Proficient VA:Cr3.1.HSI	HS Accomplished VA:Cr3.1.HSII	HS Advanced VA:Cr3.1.HSIII
a. Share and talk about personal artwork.	a. Reflect on and explain the process of making art.	a. Use art vocabulary to describe choices.	a. Discuss and reflect with peers about choices made in creating artwork.	a. Elaborate by adding details to an artwork to enhance emerging meaning .	a. Revise artwork in progress on the basis of insights gained through peer discussion.	a. Create artist statements by using art vocabulary to describe personal choices in artmaking.	a. Reflect on whether personal artwork effectively communicates meaning and revise accordingly.	a. Reflect on and explain important information about personal artwork, in an artist statement or in another format.	a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	a. Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.	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.	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.

VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work ~ 4

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

Enduring Understanding 4.1 Artists, collectors, curators, and other arts professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.

- Essential Questions**
- How are artworks cared for and by whom?
 - What criteria and methods are used to select work for presentation or preservation?
 - Why do people value objects, artifacts, and artwork, and select them for presentation or preservation?

Artistic Process • PRESENTING
Process Components • SELECT, PRESERVE

Pre-K VA:Pr4.1.PK	Kindergarten VA:Pr4.1.K	1st VA:Pr4.1.1	2nd VA:Pr4.1.2	3rd VA:Pr4.1.3	4th VA:Pr4.1.4	5th VA:Pr4.1.5	6th VA:Pr4.1.6	7th VA:Pr4.1.7	8th VA:Pr4.1.8	HS Proficient VA:Pr4.1.HSI	HS Accomplished VA:Pr4.1.HSII	HS Advanced VA:Pr4.1.HSIII
a. Select art objects for saving and display, explaining why they are chosen.	a. Identify reasons for saving and displaying objects, artifacts, and artwork.	a. Categorize artwork, based on a theme or concept , for an exhibit.	a. Explain why some objects, artifacts, and artwork are valued over others.	a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	a. Analyze how technologies have affected the preservation and presentation of artwork.	a. Define the roles and responsibilities of a curator , explaining the skills and knowledge needed in preserving , maintaining, and presenting objects, artifacts, and artwork.	a. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	a. Compare and contrast how technologies have changed the way that artwork is preserved , presented, and experienced.	a. Develop and apply criteria for evaluating a collection of artwork for presentation.	a. Analyze , select, and curate art and artifacts for presentation and preservation .	a. Analyze , select, and critique personal artwork for a collection or portfolio presentation.	a. Critique, justify , and present choices in the process of analyzing , selecting, curating , and presenting artwork for a specific exhibit or event.

VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work ~ 5

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

Enduring Understanding 5.1 Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.

- Essential Questions**
- What factors and methods are considered when preparing artwork for presentation or preservation?
 - How does the presentation of artwork affect how the viewer perceives and interacts with the work?

Artistic Process • PRESENTING
Process Component • CURATE

Pre-K VA:Pr5.1.PK	Kindergarten VA:Pr5.1.K	1st VA:Pr5.1.1	2nd VA:Pr5.1.2	3rd VA:Pr5.1.3	4th VA:Pr5.1.4	5th VA:Pr5.1.5	6th VA:Pr5.1.6	7th VA:Pr5.1.7	8th VA:Pr5.1.8	HS Proficient VA:Pr5.1.HSI	HS Accomplished VA:Pr5.1.HSII	HS Advanced VA:Pr5.1.HSIII
a. Identify places where art may be displayed or saved.	a. Explain the purpose of a portfolio or collection.	a. Explore questions such as where, when, why, and how artwork should be prepared for presentation or preservation .	a. Distinguish between different materials or artistic techniques for preparing artwork for presentation.	a. Identify exhibit space and prepare works of art, including artists' statements , for presentation.	a. Analyze various environments for presentation and protection of art both in physical or digital formats .	a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	a. Analyze and evaluate the reasons and ways that an exhibition is presented.	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.	a. Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	a. Analyze and evaluate how decisions made in the preparation and presentation of artwork affect a viewer's perception of meaning .	a. Evaluate , select, and apply methods or processes appropriate to display artwork in a specific place.	a. Investigate , compare, and contrast methods for preserving and protecting art.

VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work ~ 6

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

Enduring Understanding 6.1 Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.

Essential Questions

- What is the function of art museums, galleries, and other venues that display artwork?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts and artwork collected, preserved, or presented, cultivate appreciation and understanding?

Artistic Process • PRESENTING
Process Components • SHARE, RELATE

Pre-K VA:Pr6.1.PK	Kindergarten VA:Pr6.1.K	1st VA:Pr6.1.1	2nd VA:Pr6.1.2	3rd VA:Pr6.1.3	4th VA:Pr6.1.4	5th VA:Pr6.1.5	6th VA:Pr6.1.6	7th VA:Pr6.1.7	8th VA:Pr6.1.8	HS Proficient VA:Pr6.1.HSI	HS Accomplished VA:Pr6.1.HSII	HS Advanced VA:Pr6.1.HSIII
a. Identify where art is displayed both inside and outside of school.	a. Explain what an art museum is and distinguish how an art museum is different from other buildings.	a. Identify the roles and responsibilities of people who work in and visit museums and other art venues .	a. Analyze how art is exhibited inside and outside of schools and how it contributes to communities.	a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	a. Compare and contrast purposes of art museums, art galleries, and other venues , as well as the types of personal experiences they provide.	a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	a. Assess, explain, and provide evidence of how museums or other venues reflect the history and values of a community.	a. Compare and contrast viewing and experiencing collections and exhibitions in different venues .	a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	a. Analyze and describe the effect that an exhibition or collection has on personal awareness of social, cultural , or political beliefs and understandings.	a. Make, explain, and justify connections between artists or artwork and social, cultural , and political history.	a. Curate a collection of objects, artifacts, or artwork to affect the viewer's understanding of social, cultural , and/or political experiences.

VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 7

Anchor Standard 7 Perceive and analyze artistic work.

Enduring Understanding 7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.

- Essential Questions**
- How do life experiences influence the way we relate to art?
 - How does learning about art affect how we perceive the world?
 - What can we learn from our responses to art?

Artistic Process • RESPONDING
Process Component • PERCEIVE

Pre-K VA:Re7.1.PK	Kindergarten VA:Re7.1.K	1st VA:Re7.1.1	2nd VA:Re7.1.2	3rd VA:Re7.1.3	4th VA:Re7.1.4	5th VA:Re7.1.5	6th VA:Re7.1.6	7th VA:Re7.1.7	8th VA:Re7.1.8	HS Proficient VA:Re7.1.HSI	HS Accomplished VA:Re7.1.HSII	HS Advanced VA:Re7.1.HSIII
a. Recognize art in one's environment.	a. Identify uses of art within one's personal environment.	a. Select and describe works of art that illustrate daily life experiences of one's self and others.	a. Recognize and describe visual characteristics of one's natural and constructed environments .	a. Speculate about the artistic processes an artist used to create a work of art.	a. Compare responses to a work of art before and after working in similar media .	a. Compare one's own interpretation of a work of art with the interpretation of others.	a. Identify and interpret works of art or design that reveal how people around the world live and what they value.	a. Explain how a person's artistic choices are influenced by culture and environment, and affect the visual image that one conveys to others.	a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments .	a. Analyze how responses to art develop over time, based on knowledge of and experience with art and life.	a. Hypothesize ways in which art influences perception and understanding of human experiences.

Enduring Understanding 7.2 Visual imagery influences understanding of and responses to the world.

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

Artistic Process • RESPONDING
Process Component • ANALYZE

Pre-K VA:Re7.2.PK	Kindergarten VA:Re7.2.K	1st VA:Re7.2.1	2nd VA:Re7.2.2	3rd VA:Re7.2.3	4th VA:Re7.2.4	5th VA:Re7.2.5	6th VA:Re7.2.6	7th VA:Re7.2.7	8th VA:Re7.2.8	HS Proficient VA:Re7.2.HSI	HS Accomplished VA:Re7.2.HSII	HS Advanced VA:Re7.2.HSIII
a. Distinguish between images and real objects.	a. Describe what an image represents .	a. Compare images that represent the same subject.	a. Categorize images , based on expressive properties .	a. Identify messages communicated by images .	a. Analyze components of visual imagery that convey messages.	a. Identify and analyze cultural associations suggested by visual imagery .	a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	a. Analyze multiple ways that images influence specific audiences.	a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	a. Analyze the reciprocal relationship between understanding the world and experiencing imagery .	a. Identify commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture .	a. Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.

VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8

Anchor Standard 8 Interpret meaning in artistic work.

Enduring Understanding 8.1 People gain insight into meanings of artwork by engaging in a process of art criticism.

- Essential Questions**
- What is the value of engaging in a 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?

Artistic Process Process Component • RESPONDING • INTERPRET

Pre-K VA:Re8.1.PK	Kindergarten VA:Re8.1.K	1st VA:Re8.1.1	2nd VA:Re8.1.2	3rd VA:Re8.1.3	4th VA:Re8.1.4	5th VA:Re8.1.5	6th VA:Re8.1.6	7th VA:Re8.1.7	8th VA:Re8.1.8	HS Proficient VA:Re8.1.HSI	HS Accomplished VA:Re8.1.HSII	HS Advanced VA:Re8.1.HSIII
a. With guidance, share reactions to artwork.	a. With guidance, share observations comparing artworks.	a. With guidance, compare and contrast subject matter in works of art.	a. With guidance, categorize subject matter and identify common themes in works of art.	a. Interpret mood in artwork by analyzing subject matter and characteristics of form .	a. Interpret art by analyzing relevant subject matter, characteristics of form , and use of media .	a. Interpret art by referring to contextual information and analyzing subject matter, characteristics of form , and use of media .	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 .	a. Interpret ideas and mood in art by analyzing artmaking approaches, characteristics of form and structure , relevant contextual information, subject matter, and use of media .	a. Analyze how the interaction of subject matter, characteristics of form and structure , use of media, artmaking approaches , and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	a. Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts .	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis .

VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9

Anchor Standard 9 Apply criteria to evaluate artistic work.

Enduring Understanding 9.1 People evaluate art, based on various criteria.

- Essential Questions**
- How does one determine criteria to evaluate a work of art?
 - How and why might criteria vary?
 - How is a personal preference different from an evaluation?

Artistic Process Process Component • RESPONDING • EVALUATE

Pre-K VA:Re9.1.PK	Kindergarten VA:Re9.1.K	1st VA:Re9.1.1	2nd VA:Re9.1.2	3rd VA:Re9.1.3	4th VA:Re9.1.4	5th VA:Re9.1.5	6th VA:Re9.1.6	7th VA:Re9.1.7	8th VA:Re9.1.8	HS Proficient VA:Re9.1.HSI	HS Accomplished VA:Re9.1.HSII	HS Advanced VA:Re9.1.HSIII
a. Select a preferred artwork.	a. Explain reasons for selecting a preferred artwork.	a. Categorize artwork, based on different reasons for preferences.	a. Use learned art vocabulary to express preferences about artwork.	a. Evaluate an artwork, based on given criteria .	a. Apply one set of criteria to evaluate more than one work of art.	a. Develop and apply relevant criteria to evaluate a work of art.	a. Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as on historical and cultural contexts .	a. Compare and explain the differences between a personal criteria-based evaluation of an artwork and an established criteria-based evaluation of an artwork.	a. Create a convincing and logical argument to support an evaluation of art.	a. Establish relevant criteria in order to evaluate a work of art or collection of works.	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	a. Construct evaluations of a work of art or collection of works, based on differing sets of criteria .

VISUAL ARTS ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~10

Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Enduring Understanding 10.1 Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

- Essential Questions**
- How does creating art enrich people's lives?
 - How does making art attune people to their surroundings?
 - How does artmaking contribute to awareness and understanding of one's lives and the lives of others in the community?

Artistic Process • CONNECTING
Process Component • SYNTHESIZE

Pre-K VA:Cn10.1.PK	Kindergarten VA:Cn10.1.K	1st VA:Cn10.1.1	2nd VA:Cn10.1.2	3rd VA:Cn10.1.3	4th VA:Cn10.1.4	5th VA:Cn10.1.5	6th VA:Cn10.1.6	7th VA:Cn10.1.7	8th VA:Cn10.1.8	HS Proficient VA:Cn10.1.HSI	HS Accomplished VA:Cn10.1.HSII	HS Advanced VA:Cn10.1.HSIII
a. Create art that tells a story about a life experience.	a. Explore the world using descriptive words and artistic work .	a. Create works of art about events in home, school, or community life.	a. Identify times, places, and reasons that students make art outside of school.	a. Create works of art that reflect community cultural traditions .	a. Develop a work of art, based on observations of surroundings.	a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work .	a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.	a. Design a work of art inspired by a place where people gather in the community.	a. Make art collaboratively to reflect on and reinforce positive aspects of group identity .	a. Document the process of developing ideas; from early stages to full elaboration.	a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	a. Synthesize knowledge of social, cultural , historical, and personal life with artmaking approaches to create meaningful works of art or design.

VISUAL ARTS ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~11

Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Enduring Understanding 11.1 Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.

Essential Questions

- How do works of art and design help us understand the lives of people of different times, places, and cultures?
- How do art and design enhance people's lives and influence culture?

Artistic Process • CONNECTING
Process Component • RELATE

Pre-K VA:Cn11.1.PK	Kindergarten VA:Cn11.1.K	1st VA:Cn11.1.1	2nd VA:Cn11.1.2	3rd VA:Cn11.1.3	4th VA:Cn11.1.4	5th VA:Cn11.1.5	6th VA:Cn11.1.6	7th VA:Cn11.1.7	8th VA:Cn11.1.8	HS Proficient VA:Cn11.1.HSI	HS Accomplished VA:Cn11.1.HSII	HS Advanced VA:Cn11.1.HSIII
a. Recognize that people make works of art and design.	a. Identify a variety of forms of art and design.	a. Sort and categorize art objects according to form and function .	a. Compare and contrast differently designed objects that have a similar function .	a. Recognize visual characteristics commonly found in works of art and design from a particular culture .	a. Connect visual characteristics of works of art and design to beliefs and traditions in a culture .	a. Explore how works of art and design contribute to the quality of life within a culture .	a. Analyze how works of art and design correlate with the needs, desires, beliefs, and traditions of a culture .	a. Investigate different ways that art and design can establish, reflect, and reinforce group identity .	a. Through observation, infer information about the time, place, and culture in which a work of art or design was created .	a. Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.	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 .	a. Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Enduring Understanding 11.2 Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.

Essential Questions

- What is innovation and why is it important to the advancement of a society?
- How do knowledge and skills in the arts broaden career opportunities?
- In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?

Artistic Process • CONNECTING
Process Components • INTERRELATE, EXTEND

Pre-K VA:Cn11.2.PK	Kindergarten VA:Cn11.2.K	1st VA:Cn11.2.1	2nd VA:Cn11.2.2	3rd VA:Cn11.2.3	4th VA:Cn11.2.4	5th VA:Cn11.2.5	6th VA:Cn11.2.6	7th VA:Cn11.2.7	8th VA:Cn11.2.8	HS Proficient VA:Cn11.2.HSI	HS Accomplished VA:Cn11.2.HSII	HS Advanced VA:Cn11.2.HSIII
a. Imagine and invent through guided play .	a. Describe what it means to invent , and imagine an invention .	a. Identify inventions that have helped people, and brainstorm and share ideas for new inventions .	a. Brainstorm and share ideas that would improve one's personal or family life.	a. Brainstorm ideas for and experiment with changes to simple items used in daily life; share results.	a. Brainstorm ideas for and experiment with improvements to simple items; evaluate , and present results.	a. Apply design thinking strategies to identify a problem within the community, and create and document various solutions.	a. Compare and contrast different design solutions to a community planning problem, based on appeal, function , and innovative quality.	a. Identify and explore roles and responsibilities of artists and designers within a community or culture .	a. Identify and explore careers in which innovation and creative problem-solving skills are fundamental to success.	a. Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields.	a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems.	a. Using a design thinking approach, collaboratively investigate an issue in the greater community and develop an interdisciplinary solution.