

## Visual Arts Standards

### PK – 3

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creative ideas develop out of life experiences and are explored utilizing inquiry methods including observation, research and experimentation. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking established conventions, in pursuit of creative art making goals.

**Essential Question:** What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risk? How does collaboration expand the creative process? How does knowing the contexts of 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 aesthetic investigations?

| Pre K<br>VA.1.CR1.PK  | Kindergarten<br>VA.1.CR1.K   | 1st<br>VA.1.CR1.1   | 2nd<br>VA.1.CR1.2   | 3rd<br>VA.1.CR1.3  |
|---|--|---|---|--|
| 1. With guided support, share ideas and ways to produce art.                          | 1. With guided support, utilize play and imagination to generate ideas for an artwork.                                       | 1. With support, develop an idea for an artwork based on a theme (e.g. personal or family story). | 1. Make art or design with various materials and tools to explore personal interests, questions, and curiosity. | 1. Generate ideas for narrative or events that could be the basis of art works using personal experiences (e.g. diagram or map places that are part of the student’s everyday life). |
| 2. With guided support, utilize play and imagination to generate ideas for art works. | 2. Collaboratively engage in art making in response to an artistic problem using models, master art prints or other visuals. | 2. Use observation and investigation to make a work of art.                                       | 2. Share imaginative ways that art works could be used to communicate a narrative, experience or idea.          | 2. Apply knowledge of available resources, tools, and technologies to investigate one's own ideas through the art-making process.  |
|   |  | 3. Engage in focused mark making.   | 3. Collaboratively brainstorm multiple approaches to a problem.   | 3. Constructively use and explore materials in creating a work of art or design to communicate an idea.  |

## Visual Arts Standards

### PK – 3

**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Clarity of visual organization supports effective communication.

**Essential Question:** 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? 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? How do artists appropriately use other’s images and ideas? What responsibilities come with the freedom to create? 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? How does art and design communicate stories and ideas?

| Pre K<br>VA.2.CR2.PK   | Kindergarten<br>VA.2.CR2.K  | 1st<br>VA.2.CR2.1  | 2nd<br>VA.2.CR2.2  | 3rd<br>VA.2.CR2.3  |
|--|---|--|--|--|
| 1. Share, care, and use a variety of art materials and equipment.                        | 1. Through experimentation, build skills in various media and approaches to art-making. | 1. Explore uses of materials and tools to create works of art or design.   | 1. Experiment with various materials and tools to explore personal interests in a work of art or design. | 1. Create personally satisfying artwork using a variety of artistic processes and materials.   |
| 2. Create and tell about art that communicates a story about a familiar place or object. | 2. Identify safe and non-toxic art materials, tools, and equipment.                     | 2. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.            | 2. Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces.         | 2. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.   |
|  | 3. Create art that represents natural and constructed environments.                     | 3. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. | 3. Repurpose objects to make something new.  | 3. Individually or collaboratively construct representations, diagrams, or maps of places that are part of the students’ everyday lives. |

**Visual Arts Standards  
PK – 3**

**Anchor Standard 3:** Creating-Refine and complete artistic work.

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

**Essential Question:** 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 fully and develop it more completely?

| Pre K<br>VA.3.CR3.PK                                   | Kindergarten<br>VA.3.CR3.K                             | 1st<br>VA.3.CR3.1   | 2nd<br>VA.3.CR3.2   | 3rd<br>VA.3.CR3.3   |
|--|--|---|---|---|
| 1. Develop art skills through repetition and practice. | 1. Develop art skills through repetition and practice. | 1. Refine and enhance art skills through repetition and practice. | 1. Improve and elaborate on aesthetic and technical aspects of artwork based on classroom discussion.   | 1. Refine and adapt media art works in consideration of audience, and the context of the work.  |
| 2. Share and talk about artwork.                       | 2. Share and talk about artwork using art vocabulary.  | 2. Using art vocabulary, describe personal artistic choices.      | 2. Using art vocabulary, describe personal artistic choices.  | 2. Choose from experimental approaches and techniques to determine the most effective solution.   |
|  |  |   | 3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability. | 3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability. |

## Visual Arts Standards

### PK – 3

**Anchor Standard 4:** Presenting-Analyze, interpret and select artistic work 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:** What methods and processes are considered when preparing artwork for presentation or preservation? How does the presentation of artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

| Pre K<br>VA.4.PR1.PK                                 | Kindergarten<br>VA.4.PR1.K   | 1st<br>VA.4.PR1.1   | 2nd<br>VA.4.PR1.2   | 3rd<br>VA.4.PR1.3  |
|--|--|---|---|--|
| 1. Explain the purpose of a portfolio or collection. | 1. Select personal works of art for a portfolio or a collection of evidence. | 1. Organize their artwork in a portfolio and explain the process. | 1. Organize their artwork in a portfolio and explain the process.                       | 1. Select artworks to put into their portfolio and explain why they chose those specific works.                                  |
|  |  |   | 2. Learn about materials or artistic techniques for preparing artwork for presentation. | 2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook). |
|  |  |   |   | 3. Write an artist's statement that reflects their learning.   |

## Visual Arts Standards

### PK – 3

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

**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 appreciation and understanding.

**Essential Question:** What is an exhibition space? 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 K<br>VA.5.PR2.PK  | Kindergarten<br>VA.5.PR2.K   | 1st<br>VA.5.PR2.1   | 2nd<br>VA.5.PR2.2  | 3rd<br>VA.5.PR2.3   |
|---|--|---|--|---|
| 1. Identify where art is displayed both in and outside of school. | 1. Explain what an art museum is and distinguish how an art museum is different from other places in which art is displayed. | 1. Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues. | 1. Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues (e.g. galleries, virtual, public spaces). | 1. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community. |
|   |  |   | 2. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contribute to communities.                      | 2. Identify and explain how and where different cultures record and illustrate stories and history of life through art.   |

## Visual Arts Standards

### PK – 3

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

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

| Pre K<br>VA.6.PR3.PK  | Kindergarten<br>VA.6.PR3.K   | 1st<br>VA.6.PR3.1  | 2nd<br>VA.6.PR3.2  | 3rd<br>VA.6.PR3.3  |
|---|--|--|--|--|
| 1. Identify reasons for saving and displaying objects, artifacts and artwork. | 1. Select art objects for personal portfolio and display and explain why they were chosen. | 1. Select art objects for personal portfolio and display and explain why they were chosen. | 1. Select art objects for personal portfolio and display and explain why they were chosen. | 1. Select art objects for personal portfolio and display and explain why they were chosen.                         |
|   |  | 2. Explain why some objects, artifacts, and artworks are preferred.                        | 2. Explain why some objects, artifacts, and artworks are preferred.                        | 2. Explain why some objects, artifacts, and artworks are preferred.  |
|   |  |  | 3. Select artwork based on a theme or concept for an exhibit.                              | 3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork. |

## Visual Arts Standards

### PK – 3

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

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

| Pre K<br>VA.7.RE1.PK  | Kindergarten<br>VA.7.RE1.K  | 1st<br>VA.7.RE1.1   | 2nd<br>VA.7.RE1.2  | 3rd<br>VA.7.RE1.3  |
|---|---|---|--|--|
| 1. Distinguish between different types of images and real objects (i.e. 2D & 3D). | 1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D). | 1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D). | 1. Distinguish between different types of art (i.e. 2D & 3D) and what it represents.   | 1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.                          |
|   |   | 2. Compare visual imagery that represents the same subject in different media.  | 2. Compare images that represent the same subject in different media.  | 2. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design). |
|   |   |   | 3. Categorize visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design). |  |

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### PK – 3

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

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art in the context of visual literacy? How does knowing and using visual art vocabularies help us understand and interpret works of art?

| Pre K<br>VA.8.RE2.PK   | Kindergarten<br>VA.8.RE2.K  | 1st<br>VA.8.RE2.1   | 2nd<br>VA.8.RE2.2  | 3rd<br>VA.8.RE2.3  |
|--|---|---|--|--|
| 1. Interpret art by identifying and describing subject matter. | 1. Interpret art by identifying subject matter and describing relevant details. | 1. Interpret art by categorizing subject matter and identifying basic art elements. | 1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements. | 1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements. |
|  |   |   |  | 2. Interpret art by analyzing use of media.  |

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

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Question:** 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 K<br>VA.9.RE3.PK                  | Kindergarten<br>VA.9.RE3.K                                   | 1st<br>VA.9.RE3.1  | 2nd<br>VA.9.RE3.2  | 3rd<br>VA.9.RE3.3   |
|---------------------------------------|--|--|--|---|
| 1. Identify an artwork of preference. | 1. Explain reasons for identifying an artwork of preference. | 1. Identify artworks based on different reasons for preferences. | 1. Use art vocabulary to express preferences about an artwork. | 1. Use art vocabulary to express preferences about an artwork.  |
|                                       |  |  |  | 2. Using visual evidence, evaluate an artwork based on a given criteria (e.g. artistic styles, genres & media, historical & cultural contexts). |



## Visual Arts Standards

### PK – 3

**Anchor Standard 10:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question:** 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?

| Pre K<br>VA.10.CO1.PK   | Kindergarten<br>VA.10.CO1.K                                 | 1st<br>VA.10.CO1.1   | 2nd<br>VA.10.CO1.2   | 3rd<br>VA.10.CO1.3   |
|---|---|--|--|--|
| 1. Explore the world through descriptive and expressive works and art-making. | 1. Use personal experiences and choices in making artworks. | 1. Use and share personal experiences and interests in creating artwork. | 1. Create works of art about events in home, school or community life (e.g. narrative, documentation). | 1. Create works of art based on observations of surroundings.  |
|   | 2. Share memorable experiences of artworks.                 | 2. Identify times, places, and reasons by which people make art.         | 2. Discuss and describe the meaning and purpose of an artwork.   | 2. Identify and show how artwork forms meanings, situations and/or culture (e.g. popular culture, online and local experiences). |

## Visual Arts Standards

### PK – 3

**Anchor Standard 11:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

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

**Essential Question:** 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 society? How do ethics play a role in art and the creative process? How does art preserve aspects of life?

| Pre K<br>VA.11.CO2.PK                           | Kindergarten<br>VA.11.CO2.K   | 1st<br>VA.11.CO2.1  | 2nd<br>VA.11.CO2.2  | 3rd<br>VA.11.CO2.3  |
|---|---|---|---|---|
| 1. Recognize that people make art.              | 1. Recognize that people make art for a variety of reasons.                                     | 1. Understand that people from different places and times have made art for a variety of reasons. | 1. Compare and contrast cultural uses of artwork from different times and places.   | 1. Through observation, interpret information about time, place and culture in which a work of art was created.   |
| 2. With guidance, relate art and everyday life. | 2. With guidance, share ideas in relating artworks and everyday life, such as daily activities. | 2. Discuss how artworks and ideas relate to everyday and cultural life.                           | 2. Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences & global perspectives. | 2. Identify how artworks and ideas relate to everyday and cultural life and can influence values and perceptions. |