**NATIONAL CORE ARTS STANDARDS**

**VISUAL ARTS - Creating**

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

**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?

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| **K-**VA:Cr1.1.Ka | **1-**VA:Cr1.1.1a | **2-**VA:Cr1.1.2a | **3-**VA:Cr1.1.3a | **4-**VA:Cr1.1.4a | **5-**VA:Cr1.1.5a |
| Engage in exploration and imaginative play  with materials. | Engage collaboratively in  exploration and imaginative play with materials. | Brainstorm collaboratively  multiple approaches to an art or design problem. | Elaborate on an  imaginative idea. | Brainstorm multiple approaches to a creative art or design problem. | Combine ideas to  generate an innovative idea for art-making. |

**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?

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| **K-**VA:Cr1.2.Ka | **1-**VA:Cr1.2.1a | **2-**VA:Cr1.2.2a | **3-**VA:Cr1.2.3a | **4-**VA:Cr1.2.4a | **5-**VA:Cr1.2.5a |
| Engage collaboratively in  creative art-making  in response to an  artistic problem. | Use observation  and investigation in  preparation for  making a work of art. | Make art or design with various materials and tools to explore personal  interests, questions,  and curiosity. | Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. | Collaboratively set  goals and create  artwork that is  meaningful and has  purpose to the makers. | Identify and demonstrate  diverse methods of artistic investigation to choose an  approach for beginning a work of art. |

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

**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?

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| **K-**VA:Cr2.1.Ka | **1-**VA:Cr2.1.1a | **2-**VA:Cr2.1.2a | **3-**VA:Cr2.1.3a | **4-**VA:Cr2.1.4a | **5-**VA:Cr2.1.5a |
| Through  experimentation,  build skills in various media and approaches to art-making. | Explore uses of  materials and tools  to create works of  art or design. | Experiment with  various materials  and tools to explore  personal interests in  a work of art or design | Create personally  satisfying artwork  using a variety of  artistic processes  and materials | Explore and invent  art-making  techniques and  approaches | Experiment and develop skills in multiple art-making techniques and  approaches through  practice. |

**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 *(not complete on web-site)*

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| **K-**VA:Cr2.2.Ka | **1-**VA:Cr2.2.1a | **2-**VA:Cr2.2.2a | **3-**VA:Cr2.2.3a | **4-**VA:Cr2.2.4a | **5-**VA:Cr2.2.5a |
| a. Identify safe and  non-toxic art  materials, tools, and  equipment. | Demonstrate safe  and proper procedures for using materials, tools, and  equipment while  making art. | Demonstrate safe  procedures for  using and cleaning  art tools,  equipment, and  studio spaces. | Demonstrate an  understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. | When making works  of art, utilize and care for materials, tools, and  equipment in a manner that prevents danger to oneself and others. | Demonstrate quality  craftsmanship  through care for and use of materials, tools, and equipment |

**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?

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| **K-**VA:Cr2.3.Ka | **1-**VA:Cr2.3.1a | **2-**VA:Cr2.3.2a | **3-**VA:Cr2.3.3a | **4-**VA:Cr2.3.4a | **5-**VA:Cr2.3.5a |
| Create art that  represents natural  and constructed  environments. | Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. | Repurpose objects  to make something  new. | Individually or collaboratively  construct representations,  diagrams, or maps of places that are part of everyday life. | Document, describe, and represent regional constructed environments. | Identify, describe, and visually document places and/or objects of personal significance |

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

**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?

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| **K-**VA:Cr3.1.Ka | **1-**VA:Cr3.1.1a | **2-**VA:Cr3.1.2a | **3-**VA:Cr3.1.3a | **4-**VA:Cr3.1.4a | **5-**VA:Cr3.1.5a |
| Explain the process of making art while creating. | Use art vocabulary to describe choices while creating art | Discuss and reflect  with peers about  choices made in  creating artwork | Elaborate visual information by adding details in an artwork to enhance emerging meaning. | Revise artwork in progress on the basis of insights gained through peer discussion | Create artist statements using art vocabulary to describe personal choices in art making |

**VISUAL ARTS – Presenting**

**Anchor Standard 4: Select, analyze, and interpret artistic work 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?

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| **K-**VA:Pr4.1.Ka | **1-**VA:Pr4.1.1a | **2**-VA:Pr4.1.2a | **3-**VA:Pr4.1.3a | **4-**VA:Pr4.1.4a | **5-**VA:Pr4.1.5a |
| Select art objects  for personal portfolio and display, explaining  why they were  chosen. | Explain why some  objects, artifacts,  and artwork are  valued over others. | Categorize artwork  based on a theme  or concept for an  exhibit. | Investigate and  discuss possibilities  and limitations of  spaces, including  electronic, for  exhibiting artwork. | Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork. | Define the roles and  responsibilities of a curator, explaining the skills and  knowledge needed in preserving, maintaining, and  presenting objects, artifacts, and artwork. |

**Anchor Standard 5: Develop and refine artistic techniques and 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(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?

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| **K-**VA:Pr5.1.Ka | **1-**VA:Pr5.1.1a | **2**-VA:Pr5.1.2a | **3-**VA:Pr5.1.3a | **4-**VA:Pr5.1.4a | **5-**VA:Pr5.1.5a |
| Explain the purpose  of a portfolio or  collection. | Ask and answer  questions such as  where, when, why,  and how artwork  should be prepared  for presentation or  preservation. | Distinguish between different materials or artistic  techniques for  preparing artwork  for presentation. | Identify exhibit  space and prepare  works of art  including artists’  statements, for  presentation. | Analyze the various  considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or  permanent forms, and in physical or digital formats. | Develop a logical  argument for safe and effective use of  materials and techniques for preparing and presenting artwork |

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

**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?

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| **K-**VA:Pr6.1.Ka | **1-**VA:Pr6.1.1a | **2**-VA:Pr6.1.2a | **3-**VA:Pr6.1.3a | **4-**VA:Pr6.1.4a | **5-**VA:Pr6.1.5a |
| Explain what an art  museum is and  distinguish how an  art museum is different from other  buildings. | Identify the roles  and responsibilities  of people who work  in and visit museums and other art venues. | Analyze how art  exhibited inside and  outside of schools  (such as in museums, galleries, virtual spaces, and other venues) contributes to  communities. | Identify and explain  how and where  different cultures  record and illustrate  stories and history  of life through art. | Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide. | Cite evidence about  how an exhibition in a museum or other venue presents ideas and provides information about a  specific concept or topic. |

**VISUAL ARTS - Responding**

**Anchor Standard 7: 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(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?

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| **K-**VA:Re.7.1.Ka | **1-**VA:Re.7.1.1a | **2-**VA:Re.7.1.2a | **3-**VA:Re.7.1.3a | **4-**VA:Re.7.1.4a | **5-**VA:Re.7.1.5a |
| Identify uses of art  within one’s personal  environment. | Select and describe  works of art that  illustrate daily life  experiences of one’s  self and others. | Perceive and describe aesthetic characteristics of one’s natural world  and constructed  environments. | Speculate about  processes an artist  uses to create a  work of art. | Compare responses  to a work of art before and after working in similar media. | Compare one's own  interpretation of a work of art with the  interpretation of others |

**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?

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| **K-**VA:Re.7.2.Ka | **1-**VA:Re.7.2.1a | **2-**VA:Re.7.2.2a | **3-**VA:Re.7.2.3a | **4-**VA:Re.7.2.4a | **5-**VA:Re.7.2.5a |
| Describe what an  image represents. | Compare images that represent the same subject. | Categorize images  based on expressive  properties. | Determine messages  communicated by an image. | Analyze components in visual imagery that  convey messages. | Identify and analyze  cultural associations  suggested by visual  imagery |

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**Anchor Standard 8: 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(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?

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| **K-**VA:Re8.1.Ka | **1**-VA:Re8.1.1a | **2**VA:Re8.1.2a | **3-**VA:Re8.1.3a | **4-**VA:Re8.1.4a | **5-**VA:Re8.1.5a |
| Interpret art by  identifying subject  matter and describing relevant details. | Interpret art by  categorizing subject  matter and identifying the characteristics of  form. | Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. | Interpret art by  analyzing use of media to create subject matter, characteristics of form, and mood. | Interpret art by referring to contextual information and analyzing relevant  subject matter,  characteristics of form, and use of media. | Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. |

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

**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?

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| **K-**VA:Re8.1.Ka | **1**-VA:Re8.1.1a | **2**VA:Re8.1.2a | **3-**VA:Re8.1.3a | **4-**VA:Re8.1.4a | **5-**VA:Re8.1.5a |
| Explain reasons for  selecting a  preferred artwork. | Classify artwork  based on different  reasons for preferences. | Use learned art  vocabulary to express preferences about artwork. | Evaluate an artwork  based on given  criteria. | Apply one set of  criteria to evaluate  more than one work  of art. | Recognize differences in criteria used to evaluate works of art  depending on styles, genres, and media as well as historical and  cultural contexts. |

**VISUAL ARTS – Connecting**

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

**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?

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| **K-**VA:Cn10.1.Ka | **1-**VA:Cn10.1.1a | **2-**VA:Cn10.1.2a | **3-**VA:Cn10.1.3a | **4-**VA:Cn10.1.4a | **5-**VA:Cn10.1.5a |
| Create art that tells a story about a life  experience. | Identify times, places, and reasons by which students make art outside of school. | Create works of art  about events in  home, school, or  community life. | Develop a work of  art based on  observations of  surroundings | Create works of art  that reflect  community cultural  traditions | Apply formal and conceptual  vocabularies of art and design to view surroundings in new ways through art making |

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural,**

**and historical context to deepen understanding**

**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?

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| **K-**VA:Cn11.1.Ka | **1-**VA:Cn11.1.1a | **2-**VA:Cn11.1.2a | **3-**VA:Cn11.1.3a | **4-**VA:Cn11.1.4a | **5-**VA:Cn11.1.5a |
| Identify a purpose of an artwork. | Understand that people from different places and times have made art for a variety of reasons. | Compare and  contrast cultural uses  of artwork from  different times and  places. | Recognize that responses to art change depending on knowledge of the  time and place in which it was made. | Through observation, infer information about time, place, and culture in which a work of art was created. | Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society |

Visual Arts

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