

VISUAL ARTS

Curriculum Framework

K - 12

Philosophy of Visual Arts Education

The philosophy of our visual arts program is to provide each student with an art education that enables them to cultivate their ability to create, connect, respond, and present in visually creative experiences. Our belief is that art is a fundamental form of original thought and human experience. Our mission is to create a climate in which every child will have the opportunity to develop their potential for artistic expression and experience the beauty and power of the arts through exploration, experimentation, exposure, and enrichment. Engagement in the Litchfield School District Visual Arts program connects race, gender, culture, community, time and our world. We believe the quality of our visual art education will foster lifelong learners who are productive responsible members in a changing society.

Committee Members

Alexandra Aponik, High School Art Teacher

Paula Barry, High School Art Teacher

Denise Freeman, High School Art Teacher

Kathy Garabedian, Middle School Art Teacher

Heidi Miller, Elementary Art Teacher

Dr. Julie Heon, Director of Curriculum and Instruction

Visual Arts Instructional Practices

Provide instruction that is aligned with the following curriculum framework, the individual needs of students that reflect opportunities to review prior learning, and connections to specific learning objectives.

Provide instructional support that enhances students' learning; integrating literacy and cross-content skills into lessons and assignments.

Encourage student persistence in art making practices.

Promote student choice and experimentation with concepts, materials, processes, and technology.

Scaffold and support the generation of ideas and construction of new knowledge with conceptual and/or physical materials and resources.

Provide opportunities for students to create original work, and exhibit work in public and community settings.

Facilitate students' critical responses and opportunities to reflect on one's own work and the work of others.

Model problem solving, and logic through exploration and provide context for students to do the same.

Model visual arts skills, application, critical thinking, and analytical skills.

Provide individual and group feedback and lead discussions centered on the theory and practice of the visual arts.

Model and establish a classroom structure where students understand the processes of critically responding, problem solving and collaborating.

Connect visual arts to humanities, social and physical sciences, culture, economy, mathematics, and health.

Connect learning to current trends in the visual arts and society considering differentiated learning styles and needs of students.

Facilitate care for safety, materials, and tools in the studio classroom.

Visual Arts Education K-12 Graduation Competencies

Apply skills, ideas and visual art language to **create** works of art.

Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Apply skills, ideas, and visual art language to convey meaning through **presentation**.

Apply skills and visual art language to interpret, evaluate, and **respond** to works of art.

Kindergarten

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Engage in exploration and imaginative play with materials.
- Practice skills in various media and techniques in response to an artistic problem.
- Practice safe and proper use of tools and materials.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Create art that tells a story about personal experiences.
- Connect purposes of art in culture and history.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Identify reasons for and places where art may be saved and displayed.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Recognize purposes of art in one's environment.
- Interpret art by identifying and describing images and subject matter.

Grade 1

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Observe and investigate to prepare for the art making process.
- Explore material and tools to create works of art.
- Identify and classify everyday objects through art disciplines.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Identify times, places, and reasons by which students make art outside of school.
- Understand that people from different places and times have made art for a variety of reasons.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Categorize artwork based on a theme or concept for an exhibit.
- Identify “where, when, why and how” artwork should be prepared for presentation.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Describe works of art that illustrate daily life experiences.
- Compare and classify images that represent the same subject or idea.

Grade 2

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Brainstorm collaboratively multiple approaches to an art or design problem.
- Demonstrate safe procedures for using and cleaning art tools and equipment.
- Create art, using natural, constructed and repurposed materials.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Create works of art about events in home, school, or community life.
- Compare and contrast cultural uses of artwork from different times and places.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Distinguish between different material or artistic techniques for preparing artwork for presentation.
- Analyze how art exhibited inside and outside of schools contributes to communities.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Select and describe aesthetic characteristics of one's natural world and its environment.
- Identify mood, subject matter, characteristics suggested by a work of art applying visual art.

Grade 3

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Apply resources, tools, and technologies to investigate personal ideas in the art making process.
- Identify, create and refine possible improvements to reflect personal satisfaction.
- Elaborate visual information by adding details in an artwork to enhance emerging meaning.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Develop a work of art based on observations.
- Recognize that responses to art changes depending on knowledge of time and place in which it was made.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Identify how and where different cultures record and illustrate stories and history of life through art.
- Discuss possibilities and limitations of spaces for exhibiting artwork.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Speculate about processes an artist uses to create a work of art.
- Determine messages communicated by images.
- Respond to art based on given criteria.

Grade 4

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Create artwork that is meaningful and has purpose to the makers.
- Explore and invent art making techniques.
- Revise artwork in progress on the basis of insights gained through peer discussions.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Create works of art that reflect and connect community cultural traditions.
- Observe gather information about time, place, and culture in which a work of art was created.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Analyze the various considerations for presenting and protecting art in various locations, Indoor or outdoor settings, temporary or permanent forms, physical.
- Compare and contrast purposes of art museums, galleries, and other venues, as well as, the personal experiences they provide.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Compare responses to a work of art before and after in similar media.
- Analyze components in visual imagery that convey messages.
- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form and use of media.

Grade 5

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Identify and demonstrate diverse methods of artistic investigation.
- Experiment and develop skills in multiple art- making techniques.
- Demonstrate quality craftsmanship and care for materials tools and equipment.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Identify how art changes beliefs, values, or behaviors of individuals or society.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Examine and prepare artwork for presentation.
- Define the roles, responsibilities, skills and knowledge for a meaningful presentation.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Interpret artwork by analyzing characteristics to identify ideas and mood conveyed.
- Evaluate works of art styles, genres, and media, as well as, historical and cultural contexts.

Grade 6

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Combine concepts collaboratively to generate innovative ideas for creating art.
- Formulate an artistic investigation of personally relevant content for creating art.
- Demonstrate new ideas, materials, methods and approaches in the art making and design process.
- Design or redesign objects, places, or systems that identify needs of diverse users.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Generate a collection of ideas reflecting current interest and concerns.
- Analyze how art reflects changing times, traditions, resources and cultural uses.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Analyze similarities and differences associated with presenting 2-dimensional, 3-dimensional and digital artwork.
- Develop a visual plan for displaying works of art, analyze exhibit space and layout for the needs of the viewer.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Identify and analyze works of art or design that reveal cultural associations around the world.
- Develop and apply relevant criteria to evaluate a work of art.
- Interpret art by distinguishing relevant contextual information and subject matter.

Grade 7

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Apply methods to overcome creative blocks.
- Develop criteria to make a work of art or design to meet an identified goal.
- Develop skills with various materials, methods, and approaches in creating works of art or design.
- Demonstrate ethical responsibility when posting and sharing images through social media.
- Design and produce a creative work of art that communicates information or ideas.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Create visual documentation of places and times in which people gather to make and experience art or design in the community.
- Analyze how response to art is influenced by understanding the time, place, culture and resources used.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Compare and contrast how technologies have changed the way art work is preserved, presented and experienced.
- Evaluate methods for preparing and presenting art.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Explain how the display, location and experience of an exhibit influence the audience or viewer's perception.
- Interpret art by analyzing the characteristics to identify the ideas and mood of the work.
- Compare, explain, and evaluate the differences and similarities between the personal and set criteria of works of art.

Grade 8

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Document early stages of the creative process visually and or verbally.
- Collaboratively shape and artistic investigation of present day life using contemporary practice of art or design.
- Demonstrate willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in art making or design process
- Demonstrate ethical practices and issues of appropriate, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Create art collaboratively to reflect on and reinforce positive aspects of group identity.
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Develop and apply criteria for evaluating a collection of artwork for presentation.
- Collaboratively prepare and present theme based art work for display and formulate exhibition narratives for the viewer.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Describe how aesthetic choices are influenced by culture and environment to impact the visual image conveyed.
- Interpret art by analyzing how the interaction of subject matter, structure and contextual information contributes to understanding messages, ideas, and the mood conveyed.

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Safely handle tools, materials, equipment and their impact on health and the environment.
- Apply multiple approaches to begin creative endeavors.
- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Document the process of the development of ideas.
- Describe how knowledge of tradition, culture and history may influence personal responses to art.
- Make connections to uses of art in contemporary and local context.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Analyze and select artworks for a presentation.
- Convey meaning of an exhibits social, personal, and or cultural beliefs.
- Analyze and evaluate the reasons and ways an exhibition is presented.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Determine the commonalities within a group of artist attributed to a particular type art or timeframe.
- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Examine, reflect and revise works of art and design in progress.

CRAFTS

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Solve problems based on form versus function.
- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan functional works of art.
- Break established conventions, to plan the making of functional objects.
- Create, plan and make multiple works of art and design that explore a meaningful theme, idea, or concept.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Synthesize knowledge of social, cultural, historical, and personal life to create functional objects of art.
- Describe the connections of cultures, traditions, historic influences and personal responses to art.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Critique, justify, and present choices in the process in selecting and presenting artwork for a specific event or exhibit.
- Analyze and select functional objects of art for presentation and preservation.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Analyze how responses to art and craft develop over time based on knowledge of and experience with art and life.
- Determine and respond to the commonalities within a group of artist attributed to a particular type art, timeframe, or culture.
- Construct evaluations of a work of art based on differing sets of criteria.
- Analyze how one's understanding of the world is affected by experiencing imagery.

CERAMICS

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Apply multiple approaches to begin creative endeavors.
- Choose from a range of materials and methods traditional and contemporary artistic practices to plan works of art and design.
- Engage in making a work of art or design without having a preconceived plan.
- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- Plan and make multiple works of art and design that explore a personal idea or concept.
- Reflect, revise, and refine works of art in response personal artistic vision.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- Develop connections and ideas from early to advanced stages of art.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Analyze, select and critique personal artwork for a presentation.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Describe the impact that in exhibition has on personal awareness of culture and society.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Establish relevant criteria in order to evaluate a work of art or collection of works.
- Determine the commonalities within a group of artist attributed to a particular type art, timeframe, or culture.

SCULPTURE

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Choose from a range of materials and methods of traditional and contemporary practices to plan works of art.
- Engage in making a work of art or design without a preconceived idea.
- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling materials, tools and equipment.
- Apply multiple approaches to begin creative endeavors

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Document the process of developing ideas from early stages to fully elaborate ideas.
- Connect uses of art in contemporary and local contexts.
- Connect art in a variety of social, cultural and historical contexts.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Present a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and or political experiences.
- Select personal artwork for a collection or presentation.
- Analyze and evaluate the reasons and ways an exhibition is presented.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- Engage in constructive critique with peers, then reflect on re-engage, revise and refine works of art.

DRAWING

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Use multiple approaches to begin creative endeavors.
- Choose from a range of materials and methods to shape artistic investigation of present day life using contemporary practice of art and design.
- Experiment, practice, demonstrate skill and knowledge in a chosen art form.
- Redesign an object, system, place, or design in regard to contemporary place.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Connect ideas from early stages to fully elaborated ideas.
- Apply societal, cultural, and historical context to make connections to contemporary and local context.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Analyze, select and critique personal artwork for a portfolio presentation.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Make, explain and justify connections between artist or artwork and social, cultural, and political history.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Analyze how one's understanding of the world is affected by experiencing imagery.
- Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- Determine the relevance of criteria used by others to evaluate a work of art.

PAINTING

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Apply multiple approaches to begin creative endeavors.
- Generate plans for ideas and directions for creating art and design that can affect social change.
- Choose from a range of materials and methods of traditional and contemporary artistic practices.
- Break established conventions, to plan the making of multiple works of art based on a theme, idea or concept.
- Plan and make multiple works of art and design that explore a personal meaningful theme or concept.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Synthesize knowledge of social, cultural, historical, and personal life to create meaning works of art.
- Connect knowledge of cultures, traditions, and historical influences and personal responses to art.
- Appraise the impact of the artist or a group of artists on the beliefs, values, and behaviors of a society.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Critique, justify, and present choices in the process of analyzing, selecting and presenting artwork for a specific exhibit or event.
- Investigate, compare and contrast methods for preserving and protecting art.
- Present a collection of artwork to impact the viewer's understanding of social, cultural, and or political experiences.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Analyze how responses to art develop over time based on knowledge of and experience with art and life.

- Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Construct evaluations of a work of art based on differing sets of criteria.
- Analyze differing interpretations of an artwork or a collection of works for critical analysis.

BLACK AND WHITE PHOTOGRAPHY

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Generate plans for ideas and directions for creating art and design that can affect social change.
- Choose from a range of materials and methods of traditional and contemporary artistic practices.
- Break established conventions, to plan the making of multiple works of art based on a concept, theme or idea.
- Plan and make multiple works of art that explore a personal idea or concept.
- Reflect, revise, and refine works of art considering relevant traditional and contemporary criteria, as well as, personal artistic vision.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Synthesize related knowledge of social, cultural, historical, and personal life to create meaningful works of art.
- Make connections to uses of art in contemporary and local context.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Select and critique personal artwork for a portfolio presentation.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Determine the commonalities within a group of artist attributed to a particular type art, timeframe, or culture.
- Hypothesize ways in which art influences perception and understanding of human experiences.
- Identify types of contextual information useful in the process of constructing interpretations of artwork.

DIGITAL PHOTOGRAPHY

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Generate plans for ideas and directions for creating art and design that can affect social change.
- Choose from a range of materials, methods, traditional and contemporary artistic practices.
- Plan and make multiple works of art and design that explore a personal idea or concept.
- Reflect, revise, and refine works of art using technology and considering relevant traditional and contemporary criteria, as well as, personal artistic vision.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Document the process of developing ideas from early stages to fully elaborated ideas.
- Make connections to uses of art in contemporary and local context.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Analyze, select and critique personal artwork for a portfolio presentation.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Compare and contrast methods for preserving and protecting art.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Determine the commonalities within a group of artist attributed to a particular type art, time frame, or culture.
- Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- Analyze differing interpretations of an artwork or a collection of work.

PORTFOLIO COURSE

Create

Competency: Apply skills, ideas and visual art language to create works of art.

Indicators:

- Visualize and generate plans for ideas and directions for creating art and design that can affect social change.
- Choose from a range of materials and methods of traditional and contemporary artistic practices.
- Break established conventions to plan the making of multiple works of art.
- Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 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.
- Revise and refine works of art or design considering relevant traditional and contemporary criteria, as well as, personal artistic vision.

Connect

Competency: Connect visual art language with works of art through synthesis of artistic ideas and external knowledge.

Indicators:

- Synthesize knowledge of social, cultural, historical, and personal life to create meaningful works of art.
- Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Present

Competency: Apply skills, ideas, and visual art language to convey meaning through presentation.

Indicators:

- Critique, justify, and present choices in the process of selecting, and presenting artwork for a specific event.
- Investigate, compare and contrast methods for preserving and protecting art.
- Present a collection of object, artifact, or artwork to impact the viewer's understanding of social, cultural, and or political experiences.

Respond

Competency: Apply skills and visual art language to interpret, evaluate, and respond to works of art.

Indicators:

- Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Construct evaluations of a work of art or collection of works based on differing sets of criteria.

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?

	Pre K VA:Cr1.1.PKa	Kindergarten VA:Cr1.1.Ka	1st VA:Cr1.1.1a	2nd VA:Cr1.1.2a	3rd VA:Cr1.1.3a	4th VA:Cr1.1.4a	5th VA:Cr1.1.5a	6th VA:Cr1.1.6a	7th VA:Cr1.1.7a	8th VA:Cr1.1.8a	HS Proficient VA:Cr1.1.Ia	HS Accomplished VA:Cr1.1.IIa	HS Advanced VA:Cr1.1.IIIa
Investigate - Plan - Make	Engage in self-directed play with materials .	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.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media .	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking 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?

	Pre K VA:Cr1.2.PKa	Kindergarten VA:Cr1.2.Ka	1st VA:Cr1.2.1a	2nd VA:Cr1.2.2a	3rd VA:Cr1.2.3a	4th VA:Cr1.2.4a	5th VA:Cr1.2.5a	6th VA:Cr1.2.6a	7th VA:Cr1.2.7a	8th VA:Cr1.2.8a	HS Proficient VA:Cr1.2.Ia	HS Accomplished VA:Cr1.2.IIa	HS Advanced VA:Cr1.2.IIIa
Investigate - Plan - Make	Engage in self-directed, creative making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various 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.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices , following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept .

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?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr2.1.PKa	VA:Cr2.1.Ka	VA:Cr2.1.1a	VA:Cr2.1.2a	VA:Cr2.1.3a	VA:Cr2.1.4a	VA:Cr2.1.5a	VA:Cr2.1.6a	VA:Cr2.1.7a	VA:Cr2.1.8a	VA:Cr2.1.1a	VA:Cr2.1.11a	VA:Cr2.1.111a
Use a variety of art-making tools	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.	Demonstrate openness in trying new ideas, materials , methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials , methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept .
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 K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr2.2.PKa	VA:Cr2.2.Ka	VA:Cr2.2.1a	VA:Cr2.2.2a	VA:Cr2.2.3a	VA:Cr2.2.4a	VA:Cr2.2.5a	VA:Cr2.2.6a	VA:Cr2.2.7a	VA:Cr2.2.8a	VA:Cr2.2.1a	VA:Cr2.2.11a	VA:Cr2.2.111a
a. Share materials with others.	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.	Explain environmental implications of conservation, care, and clean-up of art materials , tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials , tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials , tools, and equipment in the creation and circulation of creative work.
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?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr2.3.PKa	VA:Cr2.3.Ka	VA:Cr2.3.1a	VA:Cr2.3.2a	VA:Cr2.3.3a	VA:Cr2.3.4a	VA:Cr2.3.5a	VA:Cr2.3.6a	VA:Cr2.3.7a	VA:Cr2.3.8a	VA:Cr2.3.1a	VA:Cr2.3.11a	VA:Cr2.3.111a
Create and tell about art that communicates a story about a familiar place or object.	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose 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.	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design , or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Investigate

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?													
	Pre K VA:Cr3.1.PKa	Kindergarten VA:Cr3.1.Ka	1st VA:Cr3.1.1a	2nd VA:Cr3.1.2a	3rd VA:Cr3.1.3a	4th VA:Cr3.1.4a	5th VA:Cr3.1.5a	6th VA:Cr3.1.6a	7th VA:Cr3.1.7a	8th VA:Cr3.1.8a	HS Proficient VA:Cr3.1.Ia	HS Accomplished VA:Cr3.1.IIa	HS Advanced VA:Cr3.1.IIIa
Reflect - Refine - Continue	Share and talk about personal artwork.	Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	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.	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

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?

	Pre K VA:Pr4.1.PKa	Kindergarten VA:Pr4.1.Ka	1st VA:Pr4.1.1a	2nd VA:Pr4.1.2a	3rd VA:Pr4.1.3a	4th VA:Pr4.1.4a	5th VA:Pr4.1.5a	6th VA:Pr4.1.6a	7th VA:Pr4.1.7a	8th VA:Pr4.1.8a	HS Proficient VA:Pr4.1.Ia	HS Accomplished VA:Pr4.1.IIa	HS Advanced VA:Pr4.1.IIIa
Select	Identify reasons for saving and displaying objects, artifacts, and artwork.	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and 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.	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and curate artifacts and/or artworks for presentation and preservation .	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting artwork for a specific exhibit or event.

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?

	Pre K VA:Pr5.1.PKa	Kindergarten VA:Pr5.1.Ka	1st VA:Pr5.1.1a	2nd VA:Pr5.1.2a	3rd VA:Pr5.1.3a	4th VA:Pr5.1.4a	5th VA:Pr5.1.5a	6th VA:Pr5.1.6a	7th VA:Pr5.1.7a	8th VA:Pr5.1.8a	HS Proficient VA:Pr5.1.Ia	HS Accomplished VA:Pr5.1.IIa	HS Advanced VA:Pr5.1.IIIa
Analyze	Identify places where art may be displayed or saved.	Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation .	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements , for presentation.	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats .	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	Individually or collaboratively , develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Based on criteria , analyze and evaluate methods for preparing and presenting art.	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods for preserving and protecting art.

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?

Pre K VA:Pr6.1.PKa	Kindergarten VA:Pr6.1.Ka	1st VA:Pr6.1.1a	2nd VA:Pr6.1.2a	3rd VA:Pr6.1.3a	4th VA:Pr6.1.4a	5th VA:Pr6.1.5a	6th VA:Pr6.1.6a	7th VA:Pr6.1.7a	8th VA:Pr6.1.8a	HS Proficient VA:Pr6.1.Ia	HS Accomplished VA:Pr6.1.IIa	HS Advanced VA:Pr6.1.IIIa
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Share	Identify where art is displayed both inside and outside of school.	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	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.	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
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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?

Pre K VA:Re.7.1.Pka	Kindergarten VA:Re.7.1.Ka	1st VA:Re.7.1.1a	2nd VA:Re.7.1.2a	3rd VA:Re.7.1.3a	4th VA:Re.7.1.4a	5th VA:Re.7.1.5a	6th VA:Re.7.1.6a	7th VA:Re.7.1.7a	8th VA:Re.7.1.8a	HS Proficient VA:Re.7.1.Ia	HS Accomplished VA:Re.7.1.IIa	HS Advanced VA:Re.7.1.IIIa
Recognize art in one's environment.	Identify uses of art within one's personal environment.	Select and describe works of art that illustrate daily life experiences of one's self and others.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.	Compare responses to a work of art before and after working in similar media .	Compare one's own interpretation of a work of art with the interpretation of others.	Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Perceive

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 K VA:Re.7.2.Pka	Kindergarten VA:Re.7.2.Ka	1st VA:Re.7.2.1a	2nd VA:Re.7.2.2a	3rd VA:Re.7.2.3a	4th VA:Re.7.2.4a	5th VA:Re.7.2.5a	6th VA:Re.7.2.6a	7th VA:Re.7.2.7a	8th VA:Re.7.2.8a	HS Proficient VA:Re.7.2.Ia	HS Accomplished VA:Re.7.2.IIa	HS Advanced VA:Re.7.2.IIIa
Distinguish between images and real objects.	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties .	Determine messages communicated by an image .	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery .	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	Analyze how one's understanding of the world is affected by experiencing visual imagery .	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

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?													
	Pre K VA:Re8.1.Pka	Kindergarten VA:Re8.1.Ka	1st VA:Re8.1.1a	2nd VA:Re8.1.2a	3rd VA:Re8.1.3a	4th VA:Re8.1.4a	5th VA:Re8.1.5a	6th VA:Re8.1.6a	7th VA:Re8.1.7a	8th VA:Re8.1.8a	HS Proficient VA:Re8.1.Ia	HS Accomplished VA:Re8.1.IIa	HS Advanced VA:Re8.1.IIIa
Analyze	Interpret art by identifying and describing subject matter.	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the 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.	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.	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media , art-making approaches , and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts .	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
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?													
	Pre K VA:Re9.1.Pka	Kindergarten VA:Re9.1.Ka	1st VA:Re9.1.1a	2nd VA:Re9.1.2a	3rd VA:Re9.1.3a	4th VA:Re9.1.4a	5th VA:Re9.1.5a	6th VA:Re9.1.6a	7th VA:Re9.1.7a	8th VA:Re9.1.8a	HS Proficient VA:Re9.1.Ia	HS Accomplished VA:Re9.1.IIa	HS Advanced VA:Re9.1.IIIa
Interpret	Select a preferred artwork.	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 .	Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria .	Create a convincing and logical argument to support an evaluation of art.	Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria .

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?

	Pre K VA:Cn10.1.Pka	Kindergarten VA:Cn10.1.Ka	1st VA:Cn10.1.1a	2nd VA:Cn10.1.2a	3rd VA:Cn10.1.3a	4th VA:Cn10.1.4a	5th VA:Cn10.1.5a	6th VA:Cn10.1.6a	7th VA:Cn10.1.7a	8th VA:Cn10.1.8a	HS Proficient VA:Cn10.1.Ia	HS Accomplished VA:Cn10.1.IIa	HS Advanced VA:Cn10.1.IIIa
Synthesize	Explore the world using descriptive and expressive words and art-making.	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.	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

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?

	Pre K VA:Cn11.1.Pka	Kindergarten VA:Cn11.1.Ka	1st VA:Cn11.1.1a	2nd VA:Cn11.1.2a	3rd VA:Cn11.1.3a	4th VA:Cn11.1.4a	5th VA:Cn11.1.5a	6th VA:Cn11.1.6a	7th VA:Cn11.1.7a	8th VA:Cn11.1.8a	HS Proficient VA:Cn11.1.Ia	HS Accomplished VA:Cn11.1.IIa	HS Advanced VA:Cn11.1.IIIa
Relate	Recognize that people make art.	Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, and culture in which a work of art was created.	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts .	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.



STANDARDS FOR

**Literacy in
History/Social Studies,
Science, and Technical Subjects**

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.