

National Visual Art Anchor Standards used in DISCOVER Activities

ANCHOR STANDARDS

These Anchor Standards are used Nationally, and were adopted by Washington and Oregon in 2017. Listed below each DISCOVER Activity title are the connections to the anchor standards by grade level.

Exploring Rodin

Look closely at Rodin's sculpture to find meaning and understand the role his innovations played in creating a "modern," emotive experience. Observe, Describe, Compare, Experiment with new materials.

Exploring Chess

Learn the history of chess and the path it took as it spread across the globe. Explore the ways chess sets reflect the society in which they are made. Create a unique chess set using found materials and individual experiences. Play chess on a set created by the student. Observe, Compare, Describe, Imagine, Create.

Exploring Portraits

Gather information by carefully looking at the details artists include in portraiture allowing the viewer to understand the narrative. Use an organized inquiry method to gather data and understanding. Create self-portraits and a portrait with a narrative. Observe, Collect data, Compare, Imagine, Analyze, Infer, Discuss, Describe, Create.

Exploring Ekphrastic Poetry

Connect visual arts and language arts by using art to inspire poetry and poetry to inspire original art. Use poetry to better understand objects of art and conversely, use art to better understand imagery in poems. Observe, Describe, Compare, Infer, Imagine, Perform, Create, Connect, Document.

Use the list below each Exploring Theme to identify the Anchor Standard and specific objectives for each grade level.

#1: Generate and conceptualize artistic ideas and work.

#1--Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. #2-- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals

#1--Essential Questions: 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?

PK-Engage in self-directed, creative making; 1-Use observation and investigation in preparation for making a work of art; 2-Make art or design with various materials and tools to explore personal interests, questions, and curiosity; 3-Elaborate on an imaginative idea; 4-Formulate an artistic investigation of personally relevant content for creating art; 7-Develop criteria to guide making a work of art or design to meet an identified goal; 8-Document early stages of the creative process visually and/or verbally in traditional or new media; HS-Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1-Use observation and investigation in preparation for making a work of art; 2-Make art or design with various materials and tools to explore personal interests, questions, and curiosity; 3-Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process; 3-Elaborate on an imaginative idea; 4-Brainstorm multiple approaches to a creative art or design problem; 5-Combine ideas to generate an innovative idea for art-making; 5- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art; 6- Formulate an artistic investigation of personally relevant content for creating art; 7-Develop criteria to guide making a work of art or design to meet an identified goal; 8-Document early stages of the creative process visually and/or verbally in traditional or new media; HS-Use multiple approaches to begin creative endeavors; Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design; Choose from a range 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.

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#2: Organize and develop artistic ideas and work.

#1--Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. #2--Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks. #3--People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

PK-Use a variety of art-making tools; Create and tell about art that communicates a story about a familiar place or object; K-Through experimentation, build skills in various media and approaches to art-making; Create art that

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<p>#1--Essential Questions: 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? #2--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? #3--How do objects, places, and design shape lives and communities? How do artist and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>represents natural and constructed environments; 1- Explore uses of materials and tools to create works of art or design; Identify and classify uses of everyday objects through drawings, diagrams, sculpture, or other visual means; 2-Experiment with various materials and tools to explore personal interests in a work of art or design; 3- Create personally satisfying artwork using a variety of artistic processes and materials; 4-Explore and invent art-making techniques and approaches; 5-Identify, describe, and visually document places and/or objects of personal significance; 6-Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design; 7-Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design; HS-Engage in making a work of art or design without having a preconceived plan.</p>	<p>or design; Identify and classify uses of everyday objects through drawings, diagrams, sculpture, or other visual means; 2-Experiment with various materials and tools to explore personal interests in a work of art or design; 3- Create personally satisfying artwork using a variety of artistic processes and materials; 4-Explore and invent art-making techniques and approaches; 5-Identify, describe, and visually document places and/or objects of personal significance; 6-Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design; 7-Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design; HS-Engage in making a work of art or design without having a preconceived plan; 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</p>	<p>of everyday objects through drawings, diagrams, sculpture, or other visual means; 2-Experiment with various materials and tools to explore personal interests in a work of art or design; 3-Create personally satisfying artwork using a variety of artistic processes and materials; 4-Explore and invent art-making techniques and approaches; 5-Identify, describe, and visually document places and/or objects of personal significance; 6-Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design; 7-Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design; HS-Engage in making a work of art or design without having a preconceived plan; 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</p>	<p>Various materials and tools to explore personal interests in a work of art or design; 3-Create personally satisfying artwork using a variety of artistic processes and materials; 4-Explore and invent art-making techniques and approaches; 5-Identify, describe, and visually document places and/or objects of personal significance; 6-Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design; 7-Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design; 8- 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; Select organize, and design images and words to make visually clear and compelling presentations; HS-Engage in making a work of art or design without having a preconceived plan; 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</p>
<p>#3: Refine and complete artistic work.</p> <p>#1--Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>#1--Essential Questions: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>	<p>PK-Share and talk about personal work; K-Explain the process of making art while creating; 1-Use art vocabulary to describe choices while creating art; 2-Discuss and reflect with peers about choices made in creating artwork; 3-Elaborate visual information by adding details in an artwork to enhance emerging meaning; 6-Reflect on whether personal artwork conveys the intended meaning and revise accordingly; 7-Reflect on and explain important information about personal artwork in an artistic statement or another format; 8-Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>	<p>PK-Share and talk about personal work; K-Explain the process of making art while creating; 1-Use art vocabulary to describe choices while creating art; 2-Discuss and reflect with peers about choices made in creating artwork; 3-Elaborate visual information by adding details in an artwork to enhance emerging meaning; 6-Reflect on whether personal artwork conveys the intended meaning and revise accordingly; 7-Reflect on and explain important information about personal artwork in an artistic statement or another format; 8-Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress; HS-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 and design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p>PK-Share and talk about personal work; K-Explain the process of making art while creating; 1-Use art vocabulary to describe choices while creating art; 2-Discuss and reflect with peers about choices made in creating artwork; 3-Elaborate visual information by adding details in an artwork to enhance emerging meaning; 6-Reflect on whether personal artwork conveys the intended meaning and revise accordingly; 7- Reflect on and explain important information about personal artwork in an artistic statement or another format; 8-Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress; HS-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 and design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p>PK-Share and talk about personal work; K-Explain the process of making art while creating; 1-Use art vocabulary to describe choices while creating art; 2-Discuss and reflect with peers about choices made in creating artwork; 3-Elaborate visual information by adding details in an artwork to enhance emerging meaning; 6-Reflect on whether personal artwork conveys the intended meaning and revise accordingly; 7- Reflect on and explain important information about personal artwork in an artistic statement or another format; 8-Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress; HS-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 and design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>
<p>#4: Select, analyze, and interpret artist work for presentation.</p> <p>#1--Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>#1--Essential Question: How are the artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	<p>1-Explain why some objects, artifacts, and artwork are valued over others; 2-Categorize artwork based on a theme or concept for an exhibition; 8-Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p>PK-Identify reasons for saving and displaying objects, artifacts and artwork; 1-Explain why some objects, artifacts, and artwork are valued over others; 2- Categorize artwork based on a theme or concept for an exhibition; 8-Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p>PK-Identify reasons for saving and displaying objects, artifacts and artwork; 1-Explain why some objects, artifacts, and artwork are valued over others; 2- Categorize artwork based on a theme or concept for an exhibition; 8-Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p>PK-Identify reasons for saving and displaying objects, artifacts and artwork; 1-Explain why some objects, artifacts, and artwork are valued over others; 2- Categorize artwork based on a theme or concept for an exhibition; 8-Develop and apply criteria for evaluating a collection of artwork for presentation.</p>
<p>#5: Develop and refine artistic techniques and work for presentation.</p> <p>#1--Enduring Understanding: Artists, curators, and others consider a variety of factors and methods, including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.</p>	<p>PK-Identify places where art may be displayed or saved; K-Explain the purpose of a portfolio or collection; 2- Distinguish between different materials or artistic techniques for preparing artwork for presentation; 3-</p>	<p>PK-Identify places where art may be displayed or saved; K-Explain the purpose of a portfolio or collection; 2- Distinguish between different materials or artistic techniques for preparing artwork for presentation; 3-</p>	<p>PK-Identify places where art may be displayed or saved; K-Explain the purpose of a portfolio or collection; 2- Distinguish between different materials or artistic techniques for preparing artwork for presentation; 3-</p>	<p>PK-Identify places where art may be displayed or saved; K-Explain the purpose of a portfolio or collection; 2- Distinguish between different materials or artistic techniques for preparing artwork for presentation; 3-</p>

<p>#1--Essential Questions: What methods and processes are considered when preparing artwork for presentation and preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or collection?</p>	<p>Identify exhibit space and prepare works of art including artists' statements for presentation.</p>	<p>Identify exhibit space and prepare works of art including artists' statements for presentation.</p>	<p>Identify exhibit space and prepare works of art including artists' statements for presentation.</p>	<p>Identify exhibit space and prepare works of art including artists' statements for presentation.</p>
<p>#6: Convey meaning through the presentation of artistic work.</p> <p>#1--Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>#1--Essential Questions: What is an art museum? How does presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>K-Explain what an art museum is and distinguish how an art museum is different from other buildings; 1-Identify the roles and responsibilities of people who work in and visit museums and other art venues; 2-Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities; 3-Identify and explain how and where different cultures record and illustrate stories and history of life through art; 5-Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic; 6-Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community; 7-Compare and contrast viewing and experiencing collections and exhibitions in different venues; 8-Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences; HS-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.</p>	<p>K-Explain what an art museum is and distinguish how an art museum is different from other buildings; 1-Identify the roles and responsibilities of people who work in and visit museums and other art venues; 2-Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities; 3-Identify and explain how and where different cultures record and illustrate stories and history of life through art; 5-Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic; 6-Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community; 7-Compare and contrast viewing and experiencing collections and exhibitions in different venues; 8-Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences; HS-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.</p>	<p>K-Explain what an art museum is and distinguish how an art museum is different from other buildings; 1-Identify the roles and responsibilities of people who work in and visit museums and other art venues; 2-Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities; 3-Identify and explain how and where different cultures record and illustrate stories and history of life through art; 5-Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic; 6-Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community; 7-Compare and contrast viewing and experiencing collections and exhibitions in different venues; 8-Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences; HS-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.</p>	<p>K-Explain what an art museum is and distinguish how an art museum is different from other buildings; 1-Identify the roles and responsibilities of people who work in and visit museums and other art venues; 2-Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities; 3-Identify and explain how and where different cultures record and illustrate stories and history of life through art; 5-Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic; 6-Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community; 7-Compare and contrast viewing and experiencing collections and exhibitions in different venues; 8-Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences; HS-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.</p>
<p>#7: Perceive and analyze artistic work.</p> <p>#1--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. #2 Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p>	<p>PK-Recognize art in one's environment; Distinguish between images and real objects; K-Identify uses of art within one's personal environment; Describe what an image represents; 1-Select and describe works of art that illustrate daily life experiences of one's self and others; Compare images that represent the same subject; 2-Perceive and describe aesthetic characteristics of one's natural world and constructed environments; Categorize images based on expressive properties; 3-Speculate about</p>	<p>PK-Recognize art in one's environment; Distinguish between images and real objects; K-Identify uses of art within one's personal environment; Describe what an image represents; 1-Select and describe works of art that illustrate daily life experiences of one's self and others; Compare images that represent the same subject; 2-Perceive and describe aesthetic characteristics of one's natural world and constructed environments; Categorize images based on expressive properties; 3-Speculate about</p>	<p>PK-Recognize art in one's environment; Distinguish between images and real objects; K-Identify uses of art within one's personal environment; Describe what an image represents; 1-Select and describe works of art that illustrate daily life experiences of one's self and others; Compare images that represent the same subject; 2-Perceive and describe aesthetic characteristics of one's natural world and constructed environments; Categorize images based on expressive</p>	<p>PK-Recognize art in one's environment; Distinguish between images and real objects; K-Identify uses of art within one's personal environment; Describe what an image represents; 1-Select and describe works of art that illustrate daily life experiences of one's self and others; Compare images that represent the same subject; 2-Perceive and describe aesthetic characteristics of one's natural world and constructed environments; Categorize images based on expressive</p>

<p>#1--Essential Questions: 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? #2--Essential Questions: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>processes an artist used to create a work of art; Determine messages communicated by an image; 4- Compare responses to a work of art before and after working in similar media; Analyze components in visual imagery that conveys messages; 5-Compare one's own interpretation of a work of art with the interpretation of others; Identify and analyze cultural associations suggested by visual imagery. 6-Identify and interpret works of art or design that reveal how people live around the world and what they value; Analyze ways tht visual componenets and cultural associations suggested by images invlunce ideas, emotions, and actions; 7-Explain how the method of display, the location, and the experience of an aratwork influence how it is perceived and valued; Analyze multiple wasy that images influence specific audiences; 8-Explain how a person's aesthetic choices ar influenced by culture and environment and impac tthe visual image that one conveys to others; 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<p>#8: Interpret intent and meaning in artistic work.</p> <p>#1--Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>#1--Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<p>PK-Interpret art by idenfying and describing subject matter; K-Interpret art by idenfying subject matter and describing relevant details; 1-Interpret art by categorizing subject matter and identifying the characteristics of form; 2-Interpret art by idenfying the mood suggested by a work of art and describig relevant subject matter and characteristics of form; 3-Interpret art by analyzing use of media to create subject matter, characterists of form, and mood; 4-Interpret art by referring to contextual information and anlyzing relevant subject matter, characteristics of form, and use of media; 5-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; 6-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; 7-Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual informatoin, subject matter, and use of media to identify ideas and mood conveyed; 8-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; HS-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 difereing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p>PK-Interpret art by idenfying and describing subject matter; K-Interpret art by idenfying subject matter and describing relevant details; 1-Interpret art by categorizing subject matter and identifying the characteristics of form; 2-Interpret art by idenfying the mood suggested by a work of art and describig relevant subject matter and characteristics of form; 3-Interpret art by analyzing use of media to create subject matter, characterists of form, and mood; 4-Interpret art by referring to contextual information and anlyzing relevant subject matter, characteristics of form, and use of media; 5-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; 6-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; 7-Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual informatoin, subject matter, and use of media to identify ideas and mood conveyed; 8-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; HS-Interpret an artwork or collection of works supported by relevant and sufficient evidence found in the work and its various contexts. 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<p>#9: Apply criteria to evaluate artistic work.</p> <p>#1--Enduring Understanding: People evaluate art based on various criteria.</p> <p>#1--Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>	<p>PK-Select a preferred artwork; K-Explain reasons for selecting a preferred artwork; 1-Classify artwork based on different reasons for preferences; 2-Used learned art vocabulary to express preferences about artwork; 3-Evaluate an artwork based on given criteria; 4-Apply one set of criteria to evaluate more than one work of art; 5-Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context; 6-Develop and apply relevant criteria to evaluate a work of art; 7-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; 8-Create a convincing and logical argument to support an evaluation of art; HS-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.</p>	<p>PK-Select a preferred artwork; K-Explain reasons for selecting a preferred artwork; 1-Classify artwork based on different reasons for preferences; 2-Used learned art vocabulary to express preferences about artwork; 3-Evaluate an artwork based on given criteria; 4-Apply one set of criteria to evaluate more than one work of art; 5-Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context; 6-Develop and apply relevant criteria to evaluate a work of art; 7-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; 8-Create a convincing and logical argument to support an evaluation of art; HS-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.</p>	<p>PK-Select a preferred artwork; K-Explain reasons for selecting a preferred artwork; 1-Classify artwork based on different reasons for preferences; 2-Used learned art vocabulary to express preferences about artwork; 3-Evaluate an artwork based on given criteria; 4-Apply one set of criteria to evaluate more than one work of art; 5-Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context; 6-Develop and apply relevant criteria to evaluate a work of art; 7-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; 8-Create a convincing and logical argument to support an evaluation of art; HS-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.</p>	<p>PK-Select a preferred artwork; K-Explain reasons for selecting a preferred artwork; 1-Classify artwork based on different reasons for preferences; 2-Used learned art vocabulary to express preferences about artwork; 3-Evaluate an artwork based on given criteria; 4-Apply one set of criteria to evaluate more than one work of art; 5-Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context; 6-Develop and apply relevant criteria to evaluate a work of art; 7-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; 8-Create a convincing and logical argument to support an evaluation of art; HS-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.</p>
<p>#10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>#1 Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>#1--Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p>PK-Explore the world using descriptive and expressive words and art-making; K-Create art that tells a story about a life experience; 1-Identify times, places, and reasons by which students make art outside of school; 2-Create works of art about events in home, school, or community life; 3-Develop a work of art based on observations of surroundings; 4-Create works of art that reflect community cultural traditions; 5-Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making; 6-Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making; HS-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.</p>	<p>PK-Explore the world using descriptive and expressive words and art-making; K-Create art that tells a story about a life experience; 1-Identify times, places, and reasons by which students make art outside of school; 2-Create works of art about events in home, school, or community life; 3-Develop a work of art based on observations of surroundings; 4-Create works of art that reflect community cultural traditions; 5-Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making; 6-Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making; HS-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.</p>	<p>PK-Explore the world using descriptive and expressive words and art-making; K-Create art that tells a story about a life experience; 1-Identify times, places, and reasons by which students make art outside of school; 2-Create works of art about events in home, school, or community life; 3-Develop a work of art based on observations of surroundings; 4-Create works of art that reflect community cultural traditions; 5-Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making; 6-Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making; HS-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.</p>	<p>PK-Explore the world using descriptive and expressive words and art-making; K-Create art that tells a story about a life experience; 1-Identify times, places, and reasons by which students make art outside of school; 2-Create works of art about events in home, school, or community life; 3-Develop a work of art based on observations of surroundings; 4-Create works of art that reflect community cultural traditions; 5-Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making; 6-Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making; HS-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.</p>
<p>#11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>#1--Enduring Understanding: People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.</p> <p>#1--Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>PK-Recognize that people make art; K-Identify a purpose of an artwork; 1-Understand that people from different places and times have made art for a variety of reasons; 2-Compare and contrast cultural uses of artwork from different times and places; 3-Recognize that responses to art change depending on knowledge of the time and place in which it was made; 4-Through observation, infer information about time, place, and culture in which a work of art was created; 5-Identify how art is used to inform or change beliefs, values, or behaviours of an individual or society; 6-Analyze how art reflects changing times, traditions, resources, and cultural uses; 7-Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses; 8-Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity; HS-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 behaviours of a society.</p>	<p>PK-Recognize that people make art; K-Identify a purpose of an artwork; 1-Understand that people from different places and times have made art for a variety of reasons; 2-Compare and contrast cultural uses of artwork from different times and places; 3-Recognize that responses to art change depending on knowledge of the time and place in which it was made; 4-Through observation, infer information about time, place, and culture in which a work of art was created; 5-Identify how art is used to inform or change beliefs, values, or behaviours of an individual or society; 6-Analyze how art reflects changing times, traditions, resources, and cultural uses; 7-Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses; 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