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.

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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 do 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—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 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—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 choose an approach for beginning a work of art; 6—Formulate an artistic investigation of personally relevant content for creating art; 7—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 choose an approach for beginning a work of art; 6—Formulate an artistic investigation of personally relevant content for creating art; 7—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.

**#2: Organize and develop artistic ideas and work.**

**#2—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 represents natural and constructed environments; 1—Explore uses of materials and tools to create works of 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 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...
and designers create works of art or design that effectively communicate concepts, ideas, and emotions through visual and material expression. Artists and designers determine whether a particular direction in their work is effective. How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers create works of art or design that effectively communicate?

#3: Refine and complete artistic work.

- Explain the purpose of a portfolio or collection; 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; 4- Explore ad invent art-making techniques; 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 and design; 8- Explore and invent art-making techniques and approaches.

- 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 and design; 8- Explore and invent art-making techniques and approaches.

- Reflect on and explain important information about personal artistic work in an artistic statement or another format; 8- Apply relevant criteria 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.

#4: Select, analyze, and interpret artist work for presentation.

- Identify reasons for saving and displaying objects, artworks and artwork; 1- Explain why some objects, artworks, 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.

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#5: Develop and refine artistic techniques and work for presentation.

- Identify places where art may be displayed or saved; 6- Explore the purpose of a portfolio or collection; 2- Distinguish between different materials or artistic techniques for preparing artwork for presentation; 3- Identify principles of effective teaching and learning in the arts education.

- Identify principles of effective teaching and learning in the arts education; 1- Distinguish between different materials or artistic techniques for preparing artwork for presentation; 3- Develop and apply criteria for evaluating a collection of artwork for presentation.
# Essential Questions: What methods and processes are considered when preparing artwork for presentation?

1. Identify exhibit space and prepare works of art including artists’ statements for presentation.
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# Convey meaning through the presentation of artistic work.

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.

2. Identify exhibit space and prepare works of art including artists’ statements for presentation.

# Perceive and analyze artistic work.

1. Essential Questions: What is an art museum? How does presenting and sharing of objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

2. Recognize art in one’s environment; Distinguish between images and real objects; 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...

# 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.
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 components in visual imagery that conveys messages; 5-Compare one’s own interpretation of a work of art or collection of works 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 that visual components and cultural associations suggested by images influence specific audiences; 6-Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions; HS-Hypothesize ways in which art influences perception and understanding of human experiences; Analyze how one's understanding of the world is affected by experiencing visual imagery; Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments; Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences; Analyze how to respond to art developed over time based on knowledge of experience with art and life; Determine the commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.

R8: Interpret intent and meaning in artistic work.

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

PK-Interpret art by identifying and describing subject matter; 6-Interpret art by identifying subject matter and describing relevant details; 3-Interpret art by categorizing subject matter and identifying the characteristics of form; 2-Interpret art by analyzing subject matter, characteristics of form, and mood; 4-Interpret art by analyzing relevant contextual information and analyzing subject matter, characteristics of form, and mood; 9-Compare responses to a work of art before and after working in similar media; Analyze components in visual imagery that conveys messages; 5-Compare components in visual imagery that conveys messages; 5-Compare one’s own interpretation of a work of art or collection of works 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 that visual components and cultural associations suggested by images influence specific audiences; 6-Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions; HS-Hypothesize ways in which art influences perception and understanding of human experiences; Analyze how one's understanding of the world is affected by experiencing visual imagery; Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments; Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences; Analyze how to respond to art developed over time based on knowledge of experience with art and life; Determine the commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.

R1: Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as an artist would? How do viewers construct meaning from art? How do we know and use visual art vocabulary to understand and interpret works of art?

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I# Essential Questions: How does one determine criteria to evaluate a work of art? Why and how might criteria vary? Why is a personal preference different from an evaluation?

II# Apply criteria to evaluate art works.

#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?

II# Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

#1--Essential Questions: How does art help us understand the lives of people from different places, times, and traditions? How do people from different places and times use art to impact the views of a society? How does art preserve aspects of life?