

# NATIONAL CORE ARTS STANDARDS

## Your Custom Handbook

### Search Criteria



CR PR RE CN

Dance				
Media Arts				
Music				
Theatre				
Visual Arts	✓	✓	✓	✓

**Artistic Disciplines:** Visual Arts

**Artistic Processes:** Creating, Presenting, Producing, Performing, Responding, Connecting

**Grades:** PK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

**Include:** EUs and EQs, Process Components

# Introduction

## Understanding and Using the National Core Arts Standards

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these new, voluntary National Core Arts Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain; and supported by instructional resources, including model cornerstone assessments that illustrate how literacy might be measured. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

While broad in concept, the standards are also focused in a framework that delivers the educational nuance of standards in only four artistic processes, bringing together what artists do and what we want for our students. Within this simple and elegant structure, decision-makers from teachers, to superintendents, to parents will be able to move forward in the rich variety of approaches that have become part of the American educational landscape.

The National Core Arts Standards are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The standards also inform policy-makers about implementation of arts programs for the traditional and emerging models and structures of education. As with other subject areas, a commitment to quality education, equitable opportunities, and comprehensive expectations is embedded within the new arts standards.

[Inclusion Guidelines](#)

# Visual Arts

Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. (National Art Education Association)

The Visual Arts Standards provide learning progressions from Pre k-12. Please read the conceptual framework narrative to learn more about the additional materials which provide a context for the grade level visual arts Performance Standards. These include:

- Philosophical Foundations and Lifelong Goals for Artistic Literacy;
- Definitions of the artistic processes of Creating, Presenting, Responding, and Connecting;
- Anchor Standards which are common across all five of the arts disciplines.

The glossary provides definitions for those terms which the writing team felt would benefit from explaining the context or point of view regarding the use of the term within the standards.

1. The standards provide the foundation for visual art education for all students. The standards support student-learning outcomes through big ideas – enduring understandings and essential questions. The concepts embedded in the standards reflect the scope of learning – the knowledge, skills, and understandings - taught through study of the visual arts. By including all aspects of creating, presenting, responding, and connecting in study of the visual arts, student learning through these standards explores the full scope of what it means to be an artistically literate citizen. While presented chronologically the processes are best designed and taught in a blended fashion to support rich artistic skills and behaviors.

2. The standards provide ways to address the content of visual art education within the school year. There are 15 Enduring Understandings with 15 correlated grade-by-grade (preK-8 and three levels for high school) Performance Standards. Art educators will be able to cluster group standards using more than one within a given instructional unit. The Performance Standards offer a practical system for teachers to use to inform their instruction.

3. The standards emphasize deep learning in the visual arts creating higher expectations and support college, career and citizenship readiness for all students. The performance standards offer learning progressions for students. Embedded in the standards are ideas about how arts learning can be broadened and deepened to support students in making meaning of their lives and their world. Essential questions are provided for teachers as thought starters promoting inquiry based teaching and learning. They support communicating and learning in art by providing language needed for students and stakeholders alike.

4. The standards provide opportunities for educators to reflect on their practice. The visual arts performance standards are fundamentally grounded in collective beliefs about what constitutes effective teaching and learning. Individual educators are encouraged to review and use the standards in achieving the goal of continuous improvement.

Whether it means updating curriculum or adapting an individual art lesson or curriculum unit, the new visual arts standards inspire and support the ways in which art educators keep their teaching fresh and dynamic.

For more information please access the resources link.

We partner with the [National Art Education Association](#).

## Model Cornerstone Assessments:

- [2021 MCAs](#)
- [Grade 2](#)
- [Grade 5](#)
- [Grade 8](#)
- [High School: Proficient](#)
- [High School: Accomplished](#)
- [High School: Advanced](#)

## **Additional Resources:**

- [Inclusion Guidelines](#)
- [Visual Arts Standards Glossary](#)

## Visual Arts / **Creating**

VA:Cr1.1

**Process Component:** Investigate - Plan - Make

**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:** 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 Grade**

VA:Cr1.1.PK

VA:Cr1.1.PK.a - Engage in self-directed play with materials.

### **K Grade**

VA:Cr1.1.K

VA:Cr1.1.K.a - Engage in exploration and imaginative play with materials.

### **1st Grade**

VA:Cr1.1.1

VA:Cr1.1.1.a - Engage collaboratively in exploration and imaginative play with materials.

### **2nd Grade**

VA:Cr1.1.2

VA:Cr1.1.2.a - Brainstorm collaboratively multiple approaches to an art or design problem.

### **3rd Grade**

VA:Cr1.1.3

VA:Cr1.1.3.a - Elaborate on an imaginative idea.

### **4th Grade**

VA:Cr1.1.4

VA:Cr1.1.4.a - Brainstorm multiple approaches to a creative art or design problem.

### **5th Grade**

VA:Cr1.1.5

VA:Cr1.1.5.a - Combine ideas to generate an innovative idea for art-making.

### **6th Grade**

VA:Cr1.1.6

VA:Cr1.1.6.a - Combine concepts collaboratively to generate innovative ideas for creating art.

### **7th Grade**

VA:Cr1.1.7

VA:Cr1.1.7.a - Apply methods to overcome creative blocks.

### **8th Grade**

VA:Cr1.1.8

VA:Cr1.1.8.a - Document early stages of the creative process visually and/or verbally in traditional or new media.

VA:Cr1.2

**Process Component:** Investigate - Plan - Make

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

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

**Essential Question:** 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?

### **PK Grade**

VA:Cr1.2.PK

VA:Cr1.2.PK.a - Engage in self-directed, creative making.

### **K Grade**

VA:Cr1.2.K

VA:Cr1.2.K.a - Engage collaboratively in creative art-making in response to an artistic problem.

### **1st Grade**

VA:Cr1.2.1

VA:Cr1.2.1.a - Use observation and investigation in preparation for making a work of art.

## 2nd Grade

VA:Cr1.2.2

VA:Cr1.2.2.a - Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

## 3rd Grade

VA:Cr1.2.3

VA:Cr1.2.3.a - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

## 4th Grade

VA:Cr1.2.4

VA:Cr1.2.4.a - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

## 5th Grade

VA:Cr1.2.5

VA:Cr1.2.5.a - Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

## 6th Grade

VA:Cr1.2.6

VA:Cr1.2.6.a - Formulate an artistic investigation of personally relevant content for creating art.

## 7th Grade

VA:Cr1.2.7

VA:Cr1.2.7.a - Develop criteria to guide making a work of art or design to meet an identified goal.

## 8th Grade

VA:Cr1.2.8

VA:Cr1.2.8.a - Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA:Cr2.1

**Process Component:** Investigate

**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:** 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?

### **PK Grade**

VA:Cr2.1.PK

VA:Cr2.1.PK.a - Use a variety of art-making tools

### **K Grade**

VA:Cr2.1.K

VA:Cr2.1.K.a - Through experimentation, build skills in various media and approaches to art-making.

### **1st Grade**

VA:Cr2.1.1

VA:Cr2.1.1.a - Explore uses of materials and tools to create works of art or design.

### **2nd Grade**

VA:Cr2.1.2

VA:Cr2.1.2.a - Experiment with various materials and tools to explore personal interests in a work of art or design.

### **3rd Grade**

VA:Cr2.1.3

VA:Cr2.1.3.a - Create personally satisfying artwork using a variety of artistic processes and materials.

### **4th Grade**

VA:Cr2.1.4

VA:Cr2.1.4.a - Explore and invent art-making techniques and approaches.

### **5th Grade**

VA:Cr2.1.5

VA:Cr2.1.5.a - Experiment and develop skills in multiple art-making techniques and approaches through practice.

### **6th Grade**

VA:Cr2.1.6

VA:Cr2.1.6.a - Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

### **7th Grade**

VA:Cr2.1.7

VA:Cr2.1.7.a - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

### **8th Grade**

VA:Cr2.1.8

VA:Cr2.1.8.a - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

VA:Cr2.2

**Process Component:** Investigate

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

**Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

**Essential Question:** 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?

### **PK Grade**

VA:Cr2.2.PK

VA:Cr2.2.PK.a - Share materials with others.

### **K Grade**

VA:Cr2.2.K

VA:Cr2.2.K.a - Identify safe and non-toxic art materials, tools, and equipment.

### **1st Grade**

VA:Cr2.2.1

VA:Cr2.2.1.a - Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

### **2nd Grade**

VA:Cr2.2.2

VA:Cr2.2.2.a - Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

### **3rd Grade**

VA:Cr2.2.3

VA:Cr2.2.3.a - Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.



#### **4th Grade**

VA:Cr2.2.4

VA:Cr2.2.4.a - When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

#### **5th Grade**

VA:Cr2.2.5

VA:Cr2.2.5.a - Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

#### **6th Grade**

VA:Cr2.2.6

VA:Cr2.2.6.a - Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

#### **7th Grade**

VA:Cr2.2.7

VA:Cr2.2.7.a - 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.

#### **8th Grade**

VA:Cr2.2.8

VA:Cr2.2.8.a - 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.

VA:Cr2.3

**Process Component:** Investigate

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

**Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Essential Question:** 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?

#### **PK Grade**

VA:Cr2.3.PK

VA:Cr2.3.PK.a - Create and tell about art that communicates a story about a familiar place or object.

## **K Grade**

VA:Cr2.3.K

VA:Cr2.3.K.a - Create art that represents natural and constructed environments.

## **1st Grade**

VA:Cr2.3.1

VA:Cr2.3.1.a - Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

## **2nd Grade**

VA:Cr2.3.2

VA:Cr2.3.2.a - Repurpose objects to make something new.

## **3rd Grade**

VA:Cr2.3.3

VA:Cr2.3.3.a - Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

## **4th Grade**

VA:Cr2.3.4

VA:Cr2.3.4.a - Document, describe, and represent regional constructed environments.

## **5th Grade**

VA:Cr2.3.5

VA:Cr2.3.5.a - Identify, describe, and visually document places and/or objects of personal significance.

## **6th Grade**

VA:Cr2.3.6

VA:Cr2.3.6.a - Design or redesign objects, places, or systems that meet the identified needs of diverse users.

## **7th Grade**

VA:Cr2.3.7

VA:Cr2.3.7.a - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

## **8th Grade**

VA:Cr2.3.8

VA:Cr2.3.8.a - Select, organize, and design images and words to make visually clear and compelling presentations.

VA:Cr3.1

**Process Component:** Reflect - Refine - Continue

**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:** 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?

### **PK Grade**

VA:Cr3.1.PK

VA:Cr3.1.PK.a - Share and talk about personal artwork.

### **K Grade**

VA:Cr3.1.K

VA:Cr3.1.K.a - Explain the process of making art while creating.

### **1st Grade**

VA:Cr3.1.1

VA:Cr3.1.1.a - Use art vocabulary to describe choices while creating art.

### **2nd Grade**

VA:Cr3.1.2

VA:Cr3.1.2.a - Discuss and reflect with peers about choices made in creating artwork.

### **3rd Grade**

VA:Cr3.1.3

VA:Cr3.1.3.a - Elaborate visual information by adding details in an artwork to enhance emerging meaning.

### **4th Grade**

VA:Cr3.1.4

VA:Cr3.1.4.a - Revise artwork in progress on the basis of insights gained through peer discussion.

### **5th Grade**

VA:Cr3.1.5

VA:Cr3.1.5.a - Create artist statements using art vocabulary to describe personal choices in art-making.

### **6th Grade**

VA:Cr3.1.6

VA:Cr3.1.6.a - Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

### **7th Grade**

VA:Cr3.1.7

VA:Cr3.1.7.a - Reflect on and explain important information about personal artwork in an artist statement or another format.

### **8th Grade**

VA:Cr3.1.8

VA:Cr3.1.8.a - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

## Visual Arts / **Presenting**

VA:Pr4.1

**Process Component:** Select

**Anchor Standard:** 4. Analyze, interpret, and select 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:** 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?

### **PK Grade**

VA:Pr4.1.PK

VA:Pr4.1.PK.a - Identify reasons for saving and displaying objects, artifacts, and artwork.

### **K Grade**

VA:Pr4.1.K

VA:Pr4.1.K.a - Select art objects for personal portfolio and display, explaining why they were chosen.

### **1st Grade**

VA:Pr4.1.1

VA:Pr4.1.1.a - Explain why some objects, artifacts, and artwork are valued over others.

## **2nd Grade**

VA:Pr4.1.2

VA:Pr4.1.2.a - Categorize artwork based on a theme or concept for an exhibit.

## **3rd Grade**

VA:Pr4.1.3

VA:Pr4.1.3.a - Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

## **4th Grade**

VA:Pr4.1.4

VA:Pr4.1.4.a - Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

## **5th Grade**

VA:Pr4.1.5

VA:Pr4.1.5.a - Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

## **6th Grade**

VA:Pr4.1.6

VA:Pr4.1.6.a - Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

## **7th Grade**

VA:Pr4.1.7

VA:Pr4.1.7.a - Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

## **8th Grade**

VA:Pr4.1.8

VA:Pr4.1.8.a - Develop and apply criteria for evaluating a collection of artwork for presentation.

VA:Pr5.1

**Process Component:** Analyze

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

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving

technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

### **PK Grade**

VA:Pr5.1.PK

VA:Pr5.1.PK.a - Identify places where art may be displayed or saved.

### **K Grade**

VA:Pr5.1.K

VA:Pr5.1.K.a - Explain the purpose of a portfolio or collection.

### **1st Grade**

VA:Pr5.1.1

VA:Pr5.1.1.a - Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

### **2nd Grade**

VA:Pr5.1.2

VA:Pr5.1.2.a - Distinguish between different materials or artistic techniques for preparing artwork for presentation.

### **3rd Grade**

VA:Pr5.1.3

VA:Pr5.1.3.a - Identify exhibit space and prepare works of art including artists' statements, for presentation.

### **4th Grade**

VA:Pr5.1.4

VA:Pr5.1.4.a - 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.

### **5th Grade**

VA:Pr5.1.5

VA:Pr5.1.5.a - Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

### **6th Grade**

VA:Pr5.1.6

VA:Pr5.1.6.a - 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.

### **7th Grade**

VA:Pr5.1.7

VA:Pr5.1.7.a - Based on criteria, analyze and evaluate methods for preparing and presenting art.

### **8th Grade**

VA:Pr5.1.8

VA:Pr5.1.8.a - Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

VA:Pr6.1

**Process Component:** Share

**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:** 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?

### **PK Grade**

VA:Pr6.1.PK

VA:Pr6.1.PK.a - Identify where art is displayed both inside and outside of school.

### **K Grade**

VA:Pr6.1.K

VA:Pr6.1.K.a - Explain what an art museum is and distinguish how an art museum is different from other buildings.

### **1st Grade**

VA:Pr6.1.1

VA:Pr6.1.1.a - Identify the roles and responsibilities of people who work in and visit museums and other art venues.

### **2nd Grade**

VA:Pr6.1.2

VA:Pr6.1.2.a - Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

### 3rd Grade

VA:Pr6.1.3

VA:Pr6.1.3.a - Identify and explain how and where different cultures record and illustrate stories and history of life through art.

### 4th Grade

VA:Pr6.1.4

VA:Pr6.1.4.a - Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

### 5th Grade

VA:Pr6.1.5

VA:Pr6.1.5.a - Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

### 6th Grade

VA:Pr6.1.6

VA:Pr6.1.6.a - Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

### 7th Grade

VA:Pr6.1.7

VA:Pr6.1.7.a - Compare and contrast viewing and experiencing collections and exhibitions in different venues.

### 8th Grade

VA:Pr6.1.8

VA:Pr6.1.8.a - Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

## Visual Arts / **Responding**

VA:Re.7.1

**Process Component:** Perceive

**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:** 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?



## **PK Grade**

VA:Re.7.1.PK

VA:Re.7.1.PK.a - Recognize art in one's environment.

## **K Grade**

VA:Re.7.1.K

VA:Re.7.1.K.a - Identify uses of art within one's personal environment.

## **1st Grade**

VA:Re.7.1.1

VA:Re.7.1.1.a - Select and describe works of art that illustrate daily life experiences of one's self and others.

## **2nd Grade**

VA:Re.7.1.2

VA:Re.7.1.2.a - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

## **3rd Grade**

VA:Re.7.1.3

VA:Re.7.1.3.a - Speculate about processes an artist uses to create a work of art.

## **4th Grade**

VA:Re.7.1.4

VA:Re.7.1.4.a - Compare responses to a work of art before and after working in similar media.

## **5th Grade**

VA:Re.7.1.5

VA:Re.7.1.5.a - Compare one's own interpretation of a work of art with the interpretation of others.

## **6th Grade**

VA:Re.7.1.6

VA:Re.7.1.6.a - Identify and interpret works of art or design that reveal how people live around the world and what they value.

## **7th Grade**

VA:Re.7.1.7

VA:Re.7.1.7.a - Explain how the method of display, the location, and the experience of an artwork influence how it is

perceived and valued.

### **8th Grade**

VA:Re.7.1.8

VA:Re.7.1.8.a - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Re.7.2

**Process Component:** Perceive

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

**Enduring Understanding:** Visual imagery influences understanding of and responses to the world.

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

### **PK Grade**

VA:Re.7.2.PK

VA:Re.7.2.PK.a - Distinguish between images and real objects.

### **K Grade**

VA:Re.7.2.K

VA:Re.7.2.K.a - Describe what an image represents.

### **1st Grade**

VA:Re.7.2.1

VA:Re.7.2.1.a - Compare images that represent the same subject.

### **2nd Grade**

VA:Re.7.2.2

VA:Re.7.2.2.a - Categorize images based on expressive properties.

### **3rd Grade**

VA:Re.7.2.3

VA:Re.7.2.3.a - Determine messages communicated by an image.

### **4th Grade**

VA:Re.7.2.4

VA:Re.7.2.4.a - Analyze components in visual imagery that convey messages.

### **5th Grade**

VA:Re.7.2.5

VA:Re.7.2.5.a - Identify and analyze cultural associations suggested by visual imagery.

### **6th Grade**

VA:Re.7.2.6

VA:Re.7.2.6.a - Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

### **7th Grade**

VA:Re.7.2.7

VA:Re.7.2.7.a - Analyze multiple ways that images influence specific audiences.

### **8th Grade**

VA:Re.7.2.8

VA:Re.7.2.8.a - Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

VA:Re8.1

**Process Component:** Analyze

**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:** 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?

### **PK Grade**

VA:Re8.1.PK

VA:Re8.1.PK.a - Interpret art by identifying and describing subject matter.

### **K Grade**

VA:Re8.1.K

VA:Re8.1.K.a - Interpret art by identifying subject matter and describing relevant details.

### **1st Grade**

VA:Re8.1.1

VA:Re8.1.1.a - Interpret art by categorizing subject matter and identifying the characteristics of form.

## **2nd Grade**

VA:Re8.1.2

VA:Re8.1.2.a - Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

## **3rd Grade**

VA:Re8.1.3

VA:Re8.1.3.a - Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

## **4th Grade**

VA:Re8.1.4

VA:Re8.1.4.a - Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

## **5th Grade**

VA:Re8.1.5

VA:Re8.1.5.a - 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.

## **6th Grade**

VA:Re8.1.6

VA:Re8.1.6.a - 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.

## **7th Grade**

VA:Re8.1.7

VA:Re8.1.7.a - 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.

## **8th Grade**

VA:Re8.1.8

VA:Re8.1.8.a - 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.

VA:Re9.1

**Process Component:** Interpret

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

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

**Essential Question:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

### **PK Grade**

VA:Re9.1.PK

VA:Re9.1.PK.a - Select a preferred artwork.

### **K Grade**

VA:Re9.1.K

VA:Re9.1.K.a - Explain reasons for selecting a preferred artwork.

### **1st Grade**

VA:Re9.1.1

VA:Re9.1.1.a - Classify artwork based on different reasons for preferences.

### **2nd Grade**

VA:Re9.1.2

VA:Re9.1.2.a - Use learned art vocabulary to express preferences about artwork.

### **3rd Grade**

VA:Re9.1.3

VA:Re9.1.3.a - Evaluate an artwork based on given criteria.

### **4th Grade**

VA:Re9.1.4

VA:Re9.1.4.a - Apply one set of criteria to evaluate more than one work of art.

### **5th Grade**

VA:Re9.1.5

VA:Re9.1.5.a - Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

### **6th Grade**

VA:Re9.1.6

VA:Re9.1.6.a - Develop and apply relevant criteria to evaluate a work of art.

### 7th Grade

VA:Re9.1.7

VA:Re9.1.7.a - 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.

### 8th Grade

VA:Re9.1.8

VA:Re9.1.8.a - Create a convincing and logical argument to support an evaluation of art.

## Visual Arts / **Connecting**

VA:Cn10.1

**Process Component:** Synthesize

**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:** 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?

### PK Grade

VA:Cn10.1.PK

VA:Cn10.1.PK.a - Explore the world using descriptive and expressive words and art-making.

### K Grade

VA:Cn10.1.K

VA:Cn10.1.K.a - Create art that tells a story about a life experience.

### 1st Grade

VA:Cn10.1.1

VA:Cn10.1.1.a - Identify times, places, and reasons by which students make art outside of school.

### 2nd Grade

VA:Cn10.1.2

VA:Cn10.1.2.a - Create works of art about events in home, school, or community life.

### **3rd Grade**

VA:Cn10.1.3

VA:Cn10.1.3.a - Develop a work of art based on observations of surroundings.

### **4th Grade**

VA:Cn10.1.4

VA:Cn10.1.4.a - Create works of art that reflect community cultural traditions.

### **5th Grade**

VA:Cn10.1.5

VA:Cn10.1.5.a - Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

### **6th Grade**

VA:Cn10.1.6

VA:Cn10.1.6.a - Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

### **7th Grade**

VA:Cn10.1.7

VA:Cn10.1.7.a - Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

### **8th Grade**

VA:Cn10.1.8

VA:Cn10.1.8.a - Make art collaboratively to reflect on and reinforce positive aspects of group identity.

VA:Cn11.1

**Process Component:** Relate

**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:** 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?

### **PK Grade**

VA:Cn11.1.PK

VA:Cn11.1.PK.a - Recognize that people make art.

### **K Grade**

VA:Cn11.1.K

VA:Cn11.1.K.a - Identify a purpose of an artwork.

### **1st Grade**

VA:Cn11.1.1

VA:Cn11.1.1.a - Understand that people from different places and times have made art for a variety of reasons.

### **2nd Grade**

VA:Cn11.1.2

VA:Cn11.1.2.a - Compare and contrast cultural uses of artwork from different times and places.

### **3rd Grade**

VA:Cn11.1.3

VA:Cn11.1.3.a - Recognize that responses to art change depending on knowledge of the time and place in which it was made.

### **4th Grade**

VA:Cn11.1.4

VA:Cn11.1.4.a - Through observation, infer information about time, place, and culture in which a work of art was created.

### **5th Grade**

VA:Cn11.1.5

VA:Cn11.1.5.a - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

### **6th Grade**

VA:Cn11.1.6

VA:Cn11.1.6.a - Analyze how art reflects changing times, traditions, resources, and cultural uses.

### **7th Grade**

VA:Cn11.1.7

VA:Cn11.1.7.a - Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

### **8th Grade**



VA:Cn11.1.8

VA:Cn11.1.8.a - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

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#### **Partnership Organizations**

The Kennedy Center for the Performing Arts  
Lincoln Center Education

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