

Visual Arts Standards – Elementary

Process: Creating	PreK	1 st	2 nd	3 rd	4 th	5 th
	Exposure			Exploration		
Anchor Standard 1: Generate and conceptualize artistic ideas and work 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? How does knowing the contexts of histories, and the traditions of 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?	Indicator 1: Think creatively about self, others, places, and events. Experiment with design elements/principles such as colors, line, and shapes. Make use of ideas to communicate about self, others, places, and events.			Indicator 1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.		
	Expectation 1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.			Expectation 1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for artmaking.		
	Expectation 2: Collaboratively brainstorm multiple approaches to an art or design problem in order to explore personal interests, questions, and curiosities			Expectation 2: Analyze and demonstrate diverse methods of artistic investigation to choose an approach for making an artwork.		

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Anchor Standard 2: Organize and develop artistic ideas and work.	Indicator 1: Develop and experiment in the creation and design of artworks. Act on creative ideas by what you see, feel, know.			Indicator 1: Develop and experiment in the creation and design of artworks. Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.		

Essential Questions: How do artists work? How do artists and designers learn from trial and error in a safe and healthy environment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing and re-designing objects, places, or systems effectively?		
	Expectation 1: Experiment with various materials and tools to explore personal interests in a work of art or design.	Expectation 1: Through guided practice, experiment and develop skills in multiple art-making methods to demonstrate quality craftsmanship
	Expectation 2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Expectation 2: Identify, describe and visually represent places and/or objects that are personally meaningful.
	Expectation 3: Repurpose objects in an innovative way to create art that represents ideas from imagination, memories, or the environment.	Expectation 3: Manage projects through the use of sketchbook/journals.

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Anchor Standard 3: Act on creative ideas to create images and forms from observation, memory, imagination, and feelings Essential Questions: What role does persistence	Indicator 1: Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.			Indicator 1: Think creatively to investigate a variety of ways that artists and designers develop ideas on revising, reflecting, and refining and developing work. Use a variety of strategies to modify and refine artworks in process.		
	Expectation 1: Use art vocabulary to share your personal work describing and summarizing			Expectation 1: Independently, collaboratively and persistently critique and refine artwork in search of progress for		

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?	process and artistic choices.	emerging meaning.
		Expectation 2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.

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Process: Presenting	PreK	1 st	2 nd	3 rd	4 th	5 th
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Anchor Standard 4: Analyze, interpret, and select artistic work for presentation Essential Questions: How are artworks cared for and by whom? What criteria, methods, and processes are used to select artwork for preservation and presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?	Indicator 1: Make judgments and decisions to justify which works of art will be selected for presentation.			Indicator 1: Make judgments and decisions to justify which works of art express ideas about self, other people, places, and events that will be meaningful in presentations		
	Indicator 2:					
	Indicator 3:					
	Expectation 1: Identify reasons for saving and displaying objects, artifacts, and art.					
	Expectation 2: Categorize artwork for an exhibit based on a theme or concept.			Expectation 1: Investigate and discuss possibilities and limitations of spaces – physical and digital – for exhibiting art. Expectation 2: Develop and apply criteria for evaluating a collection of artwork for presentation. Make judgments and decisions for appropriate museums and galleries for specific works		

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Anchor Standard 5: Develop and refine artistic work for presentation Essential Questions: 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 artwork for presentation, a portfolio, or a collection?	Indicator 1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.			Indicator 1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation. Adapt to change when analyzing artwork based on criteria for presentation or preservation.		
	Expectation 1: Identify places that art may be displayed, and determine media and techniques needed for adjustment when preparing art for presentation.			Expectation 1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.		

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Anchor Standard 6: Convey meaning through the presentation of artistic work. Essential Questions: 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 artwork collected, preserved, or presented cultivate appreciation and understanding?	Indicator 1: Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.			Indicator 1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.		
	Expectation 1: Explain what a museum does to shape ideas, beliefs, and experiences.			Expectation 1: Explain how and where different cultures record stories and history of life through art.		
	Expectation 2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.			Expectation 2: Compare and contrast how art museums and other venues present ideas and provide information.		

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Anchor Standard 7: Perceive and analyze artistic work. 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? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?	Indicator 1: Think creatively to identify and describe observed form.			Indicator 1: Analyze similarities and differences between the elements of art in observed form.		
	Indicator 2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.			Indicator 2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.		
	Indicator 3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.			Indicator 3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world.		
	Expectation 1: Identify and describe art in the environment.			Expectation 1: Analyze components in visual imagery that convey messages and compare personal interpretations.		
	Expectation 2: Compare and/or contrast characteristics of the natural world and constructed environments.					

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Anchor	Indicator 1: Analyze media,			Indicator 1: Analyze media, develop		

Standard 8: Interpret intent and meaning in artistic work. 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? 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?	develop and apply criteria to personally created works as well as the artwork of others.	and apply criteria to personally created works as well as the artwork of others. Experiment with the elements of art and principles of design.
	Expectation 1: Identify subject matter and describe the formal characteristics of art.	Expectation 1: Construct meaning by describing the feelings experienced, the subject matter, the formal characteristics, and the art-making approach.
	Expectation 2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.	Expectation 2: Interpret art through contextual information.

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Anchor Standard 9: Apply criteria to evaluate artistic work. Essential Questions: How does one determine criteria to evaluate a work	Indicator 1: Think creatively and in a group applying elements of art to evaluate a body of artwork based on various criteria.			Indicator 1: Work creatively, independently and with others to make judgments and decisions to evaluate a work of art based on various criteria demonstrating knowledge of content-specific literacy.		

of art? How and why might criteria vary? How is a personal preference different from an evaluation?		
	Expectation 1: Use vocabulary to explain preferences about artwork and classify art based on criteria.	Expectation 1: Evaluate and apply a set of criteria to evaluate more than one work of art.
	Expectation 2: Evaluate works demonstrating content-specific literacy.	Expectation 2: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.
	Expectation 3: Engage appropriately as audience participants in formal and informal settings.	Expectation 3: Engage appropriately as audience participants in formal and informal settings.

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Process: Connecting	PreK	1 st	2 nd	3 rd	4 th	5 th
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Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings?	Indicator 1: Work creatively with others to connect personal experiences and develop meaningful compositions.			Indicator 1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine		
	Expectation 1: Create art			Expectation 1: Observe and interpret		

How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	that tells a story about life experiences.	cultural traditions and surroundings in new ways by creating art.
	Expectation 2: Identify and communicate reasons to create art outside of school.	Expectation 2: Identify and communicate reasons to create art outside of school.

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Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 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?	Indicator 1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.			Indicator 1: Reason effectively to understand the role of art as an essential aspect of history, society, culture, and human experience.		
	Expectation 1: Compare and contrast cultural purposes for creating by examining art from different times and places.			Expectation 1: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.		