

Tennessee Academic Standards for Fine Arts Education

Visual Arts Introduction

The fine arts standards (dance, media arts, music, theatre, and visual arts) are organized using the same overarching framework. First, the standards are divided into four distinct artistic processes, called domains. Each domain includes a series of ideas that unite the fine arts within those artistic processes, called foundations. Table 1 illustrates the four domains and foundations for visual arts.

Table 1. Visual Arts Domains and Foundations.

CREATE	PRESENT	RESPOND	CONNECT
1. Generate and conceptualize artistic ideas and work.	1. Select, analyze, and interpret artistic work for production.	1. Perceive and analyze artistic work.	1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Organize and develop artistic ideas and work.	2. Develop and refine artistic work for production.	2. Interpret intent and meaning in artistic work.	2. Relate artistic ideas and works with societal, cultural, and historical context.
3. Refine and complete artistic work.	3. Convey and express meaning through the production of artistic work.	3. Apply criteria to evaluate artistic work.	

The last layer in our framework is the standard. Each foundation includes standards that move students towards a deeper understanding of the visual arts. Standards are building blocks that form a comprehensive, sequential education and describe student learning. Included with each foundation are enduring understandings and essential questions that connect each grade level and provide a context for the standards. Altogether, this framework sets the goals for the development of artistically literate citizens, preparing students not only for college and career, but also for a lifetime enhanced by and with the arts.

Domains

There are four artistic processes in which our standards can be grouped: Create, Present, Respond, and Connect. These domains are explained in more detail below. See Appendix A for a comparison between the 2016 Foundations and the prior Tennessee Visual Arts Standards.

Create

Creation is the dominant foundation for the visual arts and is listed as the first domain in our content area due to its importance. The Create domain can be divided into three spiraling behaviors: 1) generating and conceptualizing artistic ideas and work; 2) organizing and developing ideas and work; and 3) refining and completing artistic work.

In the prior versions of the standards, using materials and developing technique were found in the Perform domain. This version of the standards includes materials and techniques as part of Create behaviors. A crosswalk has been included in Appendix A to illustrate the adjustment.

Present

The skills included in the Present domain have not been included in prior versions of the standards. However, Present will seem familiar to educators and students since the content of the domain is already happening within most visual arts curricula. High school students selecting work for their portfolios, middle school students planning, creating, and displaying art to inform their peers on social issues, and kindergarten students selecting one work of art to leave at school to display and one to take home to share with their family are all examples of how to meet standards within the Present domain.

The content of the Present domain is organized into three big ideas about the presentation of artwork: 1) selecting, analyzing, and interpreting artistic work for presentation; 2) developing and refining artistic techniques and work for presentation; and 3) conveying and expressing meaning through the presentation of artistic work. In other words, the standards in foundation P1 focus on the process that supports the selection of art for different purposes, the standards in foundation P2 are centered around consideration for preservation and presentation of art, and the standards in P3 explore the role of presentation spaces and the interactions that occur between the space and the people who view it.

The phrase “traditional and emerging spaces” appears several times within this domain. This phrase captures the inclusiveness of where and how art can be displayed without placing boundaries on the time, space, or format of the display. The spaces to display artwork within schools and communities vary throughout the state. Therefore, more autonomy is given to districts and educators to determine the most effective ways for students to master these standards. Also, since these standards will be used to guide instruction over the next six years, listing specific presentation spaces might have the unintentional consequence of excluding presentation spaces, which have yet to be created.

Respond

The Respond domain outlines standards in three overarching areas: 1) perceiving and analyzing artistic work; 2) interpreting intent and meaning in artistic work; and 3) applying criteria to evaluate artistic work. While the 2016 Respond standards closely align with the prior Respond standards, there are several notable differences. (See Appendix A for a crosswalk between the prior standards and the 2016 foundations.) First, the term “image” was selected for use in R.1.A, while the term “art” was used in R.1.B. The intent of using “image” is to provide educators and students autonomy to explore visual culture and the impact of images as a way to develop visual literacy. In contrast, R.1.B focuses more on analyzing images that were intentionally created as artwork.

Another difference can be found within the R.2 and R.3 standards. In R.3, students critique artworks, which can include interpretation. However, interpretation is a valuable process in itself, used to gain insights into the meaning of artwork. In R.2, students use a variety of strategies of interpretation including analyzing context, media, or subject matter while using appropriate art vocabulary (e.g., the elements of art and the principles of design).

Connect

The Connect domain includes two foundations: 1) synthesizing and relating knowledge and personal experiences to artistic endeavors; and 2) relating artistic ideas and works with societal, cultural, and historical context. The visual arts standards are also connected to other fine arts content areas by the standards framework, including the domains and foundations. Cn.1 asks students to make connections between art and other life experiences (which can include their study of other school subjects, like reading, math, science, and social studies). Cn.2 is very similar to our prior standards for history and culture.

Enduring Understandings & Essential Questions

Enduring understandings and essential questions are included with each set of standards to guide conceptual thinking as students intentionally construct learning about the content of the standards. The enduring understandings and essential questions link individual standards back to big ideas that create connections to the arts, other academic subjects, and life. Enduring understandings are big ideas that students will explore and revisit over the course of their sequential artistic study and beyond K-12 education, into their lives as artistically literate citizens. Essential questions are designed to inspire authentic exploration of concepts in order to connect the content of the standards with essential understandings. These questions are open-ended and meant to be revisited several times and explored in many ways. The answers to essential questions are likely to evolve as students move toward mastery of the standards (National Coalition for Core Arts Standards [NCCAS], 2013).

Curriculum and Pacing

These standards outline sequential learning across grades and course levels and are best implemented when students have access to sequential courses within and across arts disciplines. It is up to individual districts to create curriculum that best suits the needs of their students. The amount of time spent on each standard within a grade level or course may be different. For example, art history courses in high school will use the same standards. However, students in an art history course may spend considerably more time within the Respond and Connect domains.

High School Levels

Within the standards, there are three levels of high school learning. A description of these levels is included below (NCCAS, 2013).

HS 1	HS 2	HS 3
<p>Students at the HS 1 level have developed the foundational technical and expressive skills and understandings in visual arts necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and, may be prepared for active engagement in their community. They understand visual arts to be an important form of personal realization and well-being and make connections between visual arts, history, culture, and other learning.</p>	<p>Students at the HS 2 level are, with minimal assistance, able to identify or solve visual arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and, create and refine visual arts productions that demonstrate technical proficiency, personal communication, and expression. They use visual arts for personal realization and well-being and have the necessary skills for and interest in participation in visual arts beyond the school environment.</p>	<p>Students at HS 3 level independently identify challenging visual arts problems based on their interests or for specific purposes and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as visual arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>
<p>This level of achievement is attainable by most students who complete a high school level course in the arts beyond the foundation of quality K-8 instruction.</p>	<p>This level of achievement is attainable by most students who complete a rigorous sequence of high-school level courses beyond the HS 1 level.</p>	<p>This level and scope of achievement significantly exceeds HS 2 Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for HS 2 achievement.</p>

Artistic Literacy, Visual Literacy, Textual Literacy

Literacy is a complex term with multiple definitions including: a set of skills, the knowledge and understanding of a particular content area, or the act of learning (Burnett, 2005). In the visual arts standards, there are several types of literacy, which can involve some or all of these definitions as students engage in communication, interpreting and constructing meaning, using materials and techniques, and relating personal, historical, or contextual knowledge to artistic endeavors. The three specific areas of literacy that are included within the visual arts standards are artistic, visual, and textual literacy, which have been defined in more detail below.

Artistic literacy is the knowledge and understanding required to participate authentically in the visual arts. Fluency in the language of the visual arts is the ability to Create, Produce, Respond, and Connect through symbolic and metaphoric forms that are unique to the visual arts. It is embodied in specific lifelong goals that enable an artistically literate person to transfer visual arts knowledge, skills, and capacities to other subjects, settings, and contexts (NCCAS, 2013). Artistic literacy fosters connections among the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning within the visual arts and across a variety of content areas.

Visual literacy is a general term used to describe the ability to engage with visual images. Understanding and analyzing the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials requires visual literacy skills. Visual literacy is developed as a result of intentional practice in effectively finding, interpreting, evaluating, using, and creating images and visual media. An individual who is visually literate is both a thoughtful consumer of and contributor to visual materials (Hattwig, 2011).

Textual literacy is a term that has traditionally been used to describe reading, writing, and analyzing written text. However, many goals including engagement, understanding, and making meaning are common throughout each of the areas of literacy. When building textual literacy, it is common to ask students to cite evidence within the text to support inferences. This is similar to asking students to cite evidence within visual images to support inferences to meaning, mood, and purpose. Another link between textual, visual, and artistic literacies is the consideration of how context impacts the meaning of the material being studied. The visual arts standards provide a unique opportunity to build textual literacy skills as visual and artistic literacy skills are developed due to the similarities between the areas of literacy.

REFERENCES

- Burnett, N. (2005). *Education for all: Literacy for life*. United Nations Educational. Retrieved from <http://en.unesco.org/gem-report/report/2006/literacy-life#sthash.AgBcJ94J>.
dpbs
- Hattwig, D., et al. (2011). *ACRL Visual Literacy Competency Standards for Higher Education*. Retrieved from <http://www.ala.org/acrl/standards/visualliteracy>
- Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2013). *Studio thinking 2: The real benefits of visual arts education*. Teachers College Press.
- National Coalition for Core Arts Standards. (2013). *National core arts standards: A conceptual framework for arts learning*. Retrieved from <http://nccas.wikispaces.com/Conceptual+Framework>

APPENDIX A

Comparison Between 2016 Foundations and prior TN Standards

		Tennessee Fine Arts Foundations (2016)											
		Create			Present			Respond			Connect		
		1: Generate and conceptualize artistic ideas and work.	2: Organize and develop artistic ideas and work.	3: Refine and complete artistic work.	4: Select, analyze, and interpret artistic work for presentation.	5: Develop and refine artistic work for presentation.	6: Convey and express meaning through the presentation of artistic work.	7: Perceive and analyze artistic work.	8: Interpret intent and meaning in artistic work.	9: Apply criteria to evaluate artistic work.	10: Synthesize knowledge and personal experiences to artistic endeavors.	11: Relate artistic ideas and works with societal, cultural, and historical context.	
Prior Tennessee Visual Arts Standards	Perform	1: understand and apply media, techniques, and processes.	●	○									
	Create	2: use knowledge of structures and functions.	●	●									
Respond	3: choose and evaluate a range of subject matter, symbols, and ideas.	■	○			●		●			○		
Connect	4: understand the visual arts in relation to history and cultures.				●	●		■	■			■	
	5: reflect upon and assess the characteristics and merits of their work and the work of others.				●	●		■	■			●	
	6: make connections between visual arts and other disciplines.											●	

Visual Arts K-12 | VA

DOMAIN: Create	
Foundation Cr1 Generate and conceptualize artistic ideas and work.	
Enduring Understandings Creativity and innovative thinking are essential life skills that can be developed.	
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 influence the creative process?	
Standard VA.Cr1.A	
Grade Level	Standards
K	K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials.
1	1.VA.Cr1.A Explore and experiment imaginatively with ideas and materials through collaboration.
2	2.VA.Cr1.A Brainstorm collaboratively multiple approaches to an art or design problem.
3	3.VA.Cr1.A Elaborate on an imaginative idea.
4	4.VA.Cr1.A Brainstorm original approaches to an art or design problem.
5	5.VA.Cr1.A Combine ideas to generate an innovative plan for art-making.
6	6.VA.Cr1.A Combine concepts collaboratively to generate innovative ideas for creating art.
7	7.VA.Cr1.A Apply formal and informal methods to overcome creative blocks.

8	8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media.
HS1	HS1.VA.Cr1.A Formulate and develop creative approaches to art-making.
HS2	HS2.VA.Cr1.A Individually or collaboratively formulate new creative problems based on student's existing work.
HS3	HS3.VA.Cr1.A Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.

DOMAIN: Create	
Foundation Cr1 Generate and conceptualize artistic ideas and work.	
Enduring Understandings Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	
Essential Questions How does knowing the contexts histories and traditions of artforms 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?	
Standard VA.Cr1.B	
Grade Level	Standards
K	K.VA.Cr1.B Collaborate in creative art-making in response to an artistic problem.
1	1.VA.Cr1.B Use observation and investigation in preparation for making a work of art.
2	2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.
3	3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

4	4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.
5	5.VA.Cr1.B Identify and demonstrate various investigative methods in choosing an approach for beginning a work of art.
6	6.VA.Cr1.B Investigate personally relevant content for creating art.
7	7.VA.Cr1.B Develop criteria to guide art-making or design to meet an identified goal.
8	8.VA.Cr1.B Collaboratively investigate an aspect of contemporary life utilizing art and design.
HS1	HS1.VA.Cr1.B Investigate an aspect of contemporary life utilizing art and design.
HS2	HS2.VA.Cr1.B Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.
HS3	HS3.VA.Cr1.B Choose from a range of materials and methods of traditional and contemporary practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Questions

How do artists work? How do artists and designers determine the effectiveness of particular choices in their work? How do artists and designers learn from trial and error?

Standard VA.Cr2.A

Grade Level	Standards
K	K.VA.Cr2.A Through experimentation, build skills in various media and art-making approaches, using developmentally appropriate craftsmanship.
1	1.VA.Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.
2	2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.
3	3.VA.Cr2.A Create artwork to meet personal criteria, using a variety of artistic processes and materials and developmentally appropriate craftsmanship.
4	4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.
5	5.VA.Cr2.A Experiment and develop skills in multiple art-making techniques and approaches through practice using developmentally appropriate craftsmanship.
6	6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.

7	7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.
8	8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.
HS1	HS1.VA.Cr2.A Make art or design without having a preconceived plan, using course specific craftsmanship.
HS2	HS2.VA.Cr2.A Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific craftsmanship.
HS3	HS3.VA.Cr2.A Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept using course specific craftsmanship.

DOMAIN: Create	
Foundation Cr2 Organize and develop artistic ideas and work.	
Enduring Understandings Artists and designers balance experimentation with safety and freedom with responsibility while developing and creating artworks.	
Essential Questions 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?	
Standard VA.Cr2.B	
Grade Level	Standards
K	K.VA.Cr2.B Use art materials, tools, and equipment safely.

1	1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment.
2	2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
3	3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
4	4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
5	5.VA.Cr2.B Demonstrate resourceful care for and use of materials, tools, and equipment.
6	6.VA.Cr2.B Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
7	7.VA.Cr2.B Demonstrate awareness of ethical responsibility when using traditional and emergent media.
8	8.VA.Cr2.B Demonstrate awareness of ethical responsibility and the use of images, materials, tools, and equipment in the creation and presentation of original work.
HS1	HS1.VA.Cr2.B Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.
HS2	HS2.VA.Cr2.B Develop awareness of the balance between freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.
HS3	HS3.VA.Cr2.B Balance freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work

Enduring Understandings

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives

Essential Questions

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?

Standard VA.Cr2.C

Grade Level	Standards
K	K.VA.Cr2.C Create art that represents natural and constructed environments.
1	1.VA.Cr2.C Identify and classify uses of everyday objects through diverse visual art media.
2	2.VA.Cr2.C Repurpose objects to create something new.
3	3.VA.Cr2.C Individually or collaboratively construct visual representations of objects or places from everyday life.
4	4.VA.Cr2.C Document, describe, and represent community spaces and environments.
5	5.VA.Cr2.C Identify, describe, and visually document places and/or objects of personal significance.
6	6.VA.Cr2.C Design or redesign objects, places, or systems that meet the identified needs of diverse users.
7	7.VA.Cr2.C Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
8	8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations.

HS1	HS1.VA.Cr2.C Redesign an object, system, place, or design in response to contemporary issues.
HS2	HS2.VA.Cr2.C Demonstrate, in works of art or design, how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
HS3	HS3.VA.Cr2.C Collaboratively develop artwork that transformsthe perception and experience of a particular place, object, or system.

DOMAIN: Create	
Foundation Cr3 Refine and complete artistic work.	
Enduring Understandings Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	
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 construct a more complete experience?	
Standard VA.Cr3.A	
Grade Level	Standards
K	K.VA.Cr3.A Explain the process of making art while creating.
1	1.VA.Cr3.A Use art vocabulary to describe choices while creating art.
2	2.VA.Cr3.A Discuss and reflect with peers about choices made in creating artwork.
3	3.VA.Cr3.A Add details to an artwork to enhance emerging meaning.
4	4.VA.Cr3.A Revise artwork in progress on the basis of insights gained through peer critique.

5	5.VA.Cr3.A Communicate personal decisions in art-making in an artist statement or another format.
6	6.VA.Cr3.A Reflect on and revise personal artwork to convey intended meaning.
7	7.VA.Cr3.A Reflect on and explain important information about personal artwork in an artist statement or another format.
8	8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
HS1	HS1.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
HS2	HS2.VA.Cr3.A Reflect upon, revise, and refine works of art and design in response to personal artistic vision.
HS3	HS3.VA.Cr3.A Reflect upon, revise, and refine works of art or design, considering relevant traditional and contemporary criteria as well as personal artistic vision.

DOMAIN: Present	
Foundation P1	
Select, analyze, and interpret artistic work for presentation.	
Enduring Understandings	
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 Questions	
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?	
Standard VA.P1.A	
Grade Level	Standards
K	K.VA.P1.A Select art objects for personal portfolio and display, explaining why they were chosen.

1	1.VA.P1.A Explain why some objects, artifacts, and artwork are valued over others.
2	2.VA.P1.A Categorize artwork based on a theme or concept for an exhibit.
3	3.VA.P1.A Investigate and discuss possibilities and limitations of traditional and emerging presentation spaces.
4	4.VA.P1.A Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.
5	5.VA.P1.A Define and explain the qualifications and responsibilities of a curator.
6	6.VA.P1.A Analyze similarities and differences associated with preserving and presenting traditional and emerging media.
7	7.VA.P1.A Compare and contrast how traditional and emerging technologies have changed the way artwork is preserved, presented, and experienced.
8	8.VA.P1.A Develop and apply criteria for evaluating a collection of artwork for presentation.
HS1	HS1.VA.P1.A Select, analyze, and curate artifacts and/or artworks for presentation and preservation.
HS2	HS2.VA.P1.A Select, analyze, and critique personal artwork for a collection or portfolio presentation.
HS3	HS3.VA.P1.A Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

DOMAIN: Present

Foundation P2

Develop and refine artistic techniques and work for presentation.

Enduring Understandings

Artists, curators, and others consider a variety of factors and methods when preparing and refining artwork for display and deciding if and how to preserve and protect it.

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 work for presentation, a portfolio, or a collection?

Standard VA.P2.A

Grade Level	Standards
K	K.VA.P2.A Explain the purpose of a portfolio or collection.
1	1.VA.P2.A Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
2	2.VA.P2.A Distinguish between different materials or artistic techniques for preparing artwork for presentation.
3	3.VA.P2.A Identify traditional and emerging presentation spaces, and prepare works of art for presentation including an artist's statement.
4	4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of artforms in both traditional and emerging presentation spaces.
5	5.VA.P2.A Demonstrate effective use of methods and techniques for preparing and presenting artwork.
6	6.VA.P2.A Individually or collaboratively, develop a plan to display works of art that includes analyzing the exhibit space, while considering the audience.
7	7.VA.P2.A Based on criteria, analyze and evaluate methods for preparing and presenting art.
8	8.VA.P2.A Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

HS1	HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.
HS2	HS2.VA.P2.A Select, evaluate, and apply effective methods or processes to display artwork in a specific traditional or emerging presentation space.
HS3	HS3.VA.P2.A Select, evaluate, and apply appropriate methods and processes for preserving and protecting artworks

DOMAIN: Present	
Foundation P3 Convey and express meaning through the presentation of artistic work.	
Enduring Understandings 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 cultivation of appreciation and understanding.	
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 artworks collected, preserved, or presented, cultivate appreciation and understanding?	
Standard VA.P3.A	
Grade Level	Standards
K	K.VA.P3.A Explain the function of an art museum, and distinguish how an art museum is different from other buildings and presentation spaces.
1	1.VA.P3.A Identify the roles and responsibilities of people who work in and visit traditional and emerging presentation spaces.
2	2.VA.P3.A Analyze how art exhibited in traditional and emerging presentation spaces contributes to communities.
3	3.VA.P3.A Identify and explain how and where different cultures record and illustrate stories and history of life through art.

4	4.VA.P3.A Compare and contrast purposes of a variety of presentation spaces and the types of experiences they provide.
5	5.VA.P3.A Explain how an exhibition in a traditional or emerging presentation space provides ideas and information about a specific concept or topic.
6	6.VA.P3.A Explain how an exhibition in a traditional or emerging presentation space reflects the history and values of a community.
7	7.VA.P3.A Compare and contrast perceptions of exhibitions in traditional and emerging presentation spaces.
8	8.VA.P3.A Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
HS1	HS1.VA.P3.A Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
HS2	HS2.VA.P3.A Make, explain, and justify connections between exhibitions of artists or artwork and the context of social, cultural, and political history.
HS3	HS3.VA.P3.A Curate a collection of artwork or artifacts to impact the viewer's understanding of social, cultural, and political experiences.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Enduring Understandings

Visual literacy is an essential life skill that can be developed through the close examination of artwork and becomes a system by which viewers understand and interpret the world.

Essential Questions

What is an image? Where and how do we encounter images in our world? How do images convey meaning? How do images influence our views of the world? How can the viewer "read" a work of art as text?

Standard VA.R1.A

Grade Level	Standards
K	K.VA.R1.A Describe what an image represents.
1	1.VA.R1.A Compare images that represent the same subject.
2	2.VA.R1.A Categorize images based on determined key information and relevant details.
3	3.VA.R1.A Categorize images based on expressive properties.
4	4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.
5	5.VA.R1.A Explain how images can convey cultural associations.
6	6.VA.R1.A Analyze how images and cultural associations influence ideas, emotions, and actions.
7	7.VA.R1.A Analyze multiple ways that images influence specific audiences.
8	8.VA.R1.A Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

HS1	HS1.VA.R1.A Analyze how one’s understanding of the world is affected by experiencing images.
HS2	HS2.VA.R1.A Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
HS3	HS3.VA.R1.A Evaluate the connections within a collection of art or artists from a particular time and place, and determine the potential influence on specific audiences.

DOMAIN: Respond	
Foundation R1 Perceive and analyze artistic work.	
Enduring Understandings 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 Questions How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?	
Standard VA.R1.B	
Grade Level	Standards
K	K.VA.R1.B Identify uses of art within one’s personal environment.
1	1.VA.R1.B Select and describe works of art that illustrate daily life experiences.
2	2.VA.R1.B Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.
3	3.VA.R1.B Speculate about processes an artist uses to create a work of art.

4	4.VA.R1.B Compare responses to a work of art before and after experimenting with similar processes.
5	5.VA.R1.B Compare one's own interpretation of a work of art with the interpretation of others.
6	6.VA.R1.B Identify and interpret works of art that reveal a variety of world cultures and values.
7	7.VA.R1.B Explain how presentation methods and environments influence how art is perceived and valued.
8	8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.
HS1	HS1.VA.R1.B Hypothesize ways in which art influences perception and understanding of human experiences.
HS2	HS2.VA.R1.B Recognize and describe personal aesthetic and empathetic responses to natural and constructed environments.
HS3	HS3.VA.R1.B Analyze how responses to art develop over time based on knowledge, life experiences, and perceptions of the world.

DOMAIN: Respond

Foundation: R2

Interpret intent and meaning in artistic work.

Enduring Understandings

People gain insights into meanings of artworks by engaging in the process of interpreting art.

Essential Questions

What is the value of engaging in the process of interpreting art? How does knowing and using visual art vocabularies help us understand and interpret works of art? How do artists use expressive properties to communicate meaning?

Standard VA.R2.A

Grade Level	Standards
K	K.VA.R2.A Interpret art by identifying subject matter and describing relevant details while using appropriate art vocabulary.
1	1.VA.R2.A Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.
2	2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.
3	3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.
4	4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.
5	5.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing context, subject matter, and use of media while using appropriate art vocabulary.
6	6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary.
7	7.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate art vocabulary.

8	8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.
HS1	HS1.VA.R2.A Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
HS2	HS2.VA.R2.A Evaluate types of contextual information relevant to the process of constructing interpretations of an artwork or collection of artworks.
HS3	HS3.VA.R2.A Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

DOMAIN: Respond	
Foundation R3 Apply criteria to evaluate artistic work.	
Enduring Understandings People evaluate art based on various criteria.	
Essential Questions What is the value of engaging in the process of art criticism? 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?	
Standard VA.R3.A	
Grade Level	Standards
K	K.VA.R3.A Explain reasons for selecting a preferred artwork.
1	1.VA.R3.A Classify artwork based on different reasons for preferences.
2	2.VA.R3.A Use art vocabulary to express preferences about artwork.
3	3.VA.R3.A Evaluate an artwork based on given criteria.

4	4.VA.R3.A Apply one set of criteria to evaluate more than one work of art.
5	5.VA.R3.A Recognize how styles, genres, media, and historical and cultural contexts influence criteria used to evaluate works of art.
6	6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.
7	7.VA.R3.A Compare and contrast evaluation of art based on personal preference versus established criteria.
8	8.VA.R3.A Construct a persuasive and logical argument to support an evaluation of art.
HS1	HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.
HS2	HS2.VA.R3.A Analyze the relevance of criteria used by others to evaluate a work of art or collection of works.
HS3	HS3.VA.R3.A Construct evaluations of a work of art or collection of works based on differing sets of criteria.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Enduring Understandings

Through art-making, people construct meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions

How does engaging in the creation of 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?

Standard VA.Cn1.A

Grade Level	Standards
K	K.VA.Cn1.A Create art that tells a story about a lifeexperience.
1	1.VA.Cn1.A Identify times, places, and reasons students make art outside of school.
2	2.VA.Cn1.A Create art about events in home, school, or communitylife.
3	3.VA.Cn1.A Develop art based on observations of surroundings.
4	4.VA.Cn1.A Create art that communicates the cultural traditions of one's community.
5	5.VA.Cn1.A Create art based on personal experiences, current interests, and surroundings.
6	6.VA.Cn1.A Generate and investigate a collection of ideas thatreflect awareness of current interests and concerns through art-making.
7	7.VA.Cn1.A Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design.
8	8.VA.Cn1.A Make art collaboratively to reflect on and reinforce positive aspects of group identity.

HS1	HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.
HS2	HS2.VA.Cn1.A Research and connect an unfamiliar subject to personal experiences to develop meaning through art-making.
HS3	HS3.VA.Cn1.A Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.

DOMAIN: Connect	
Foundation Cn2	
Relate artistic ideas and works with societal, cultural, and historical context.	
Enduring Understandings	
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	
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?	
Standard VA.Cn2.A	
Grade Level	Standards
K	K.VA.Cn2.A Identify a purpose of an artwork.
1	1.VA.Cn2.A Express how people from different places and times have made art for a variety of reasons.
2	2.VA.Cn2.A Compare and contrast purposes of artwork from various cultures, times, and places.
3	3.VA.Cn2.A Recognize that responses to art can change depending on knowledge of the time and place in which it was made.

4	4.VA.Cn2.A Through observation, infer information about time, place, and culture in which a work of art was created.
5	5.VA.Cn2.A Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
6	6.VA.Cn2.A Analyze how art reflects changing times, traditions, resources, and cultural uses.
7	7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
8	8.VA.Cn2.A Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.
HS1	HS1.VA.Cn2.A Describe how knowledge of culture, traditions, and history may influence personal responses to art.
HS2	HS2.VA.Cn2.A Compare and connect functions of art in a variety of societal, cultural, and historical contexts to contemporary and local contexts.
HS3	HS3.VA.Cn2.A Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

