

# Visual Arts

## What Every Child Should Know

### 3rd Grade

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#### **CREATING**

- I can elaborate on an imaginative idea.
- I can apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- I can create personally satisfying artwork using a variety of artistic processes and materials.
- I can demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
- I can individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- I can elaborate visual information by adding details in an artwork to enhance emerging meaning.

#### **PRESENTING**

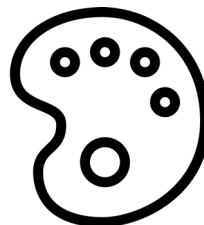
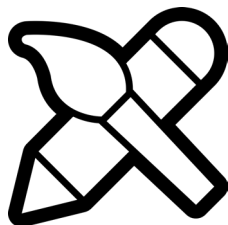
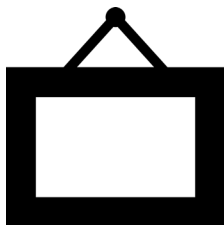
- I can investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork
- I can identify exhibit space and prepare works of art including artists’ statements, for presentation.
- I can identify and explain how and where different cultures record and illustrate stories and history of life through art.

#### **RESPONDING**

- I can speculate about processes an artist uses to create a work of art
- I can determine messages communicated by an image
- I can interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- I can evaluate an artwork based on given criteria.

#### **CONNECTING**

- I can develop a work of art based on observations of surroundings.
- I can recognize that responses to art change depending on knowledge of the time and place in which it was made.



# Visual Arts

## What Every Child Should Know 3rd Grade

### *Talking To Your Child's Teacher*

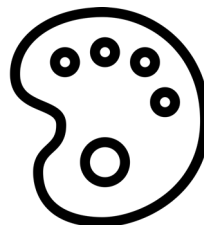
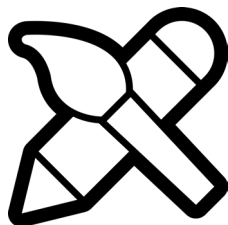
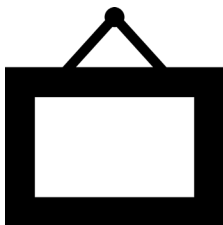
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- The grading process
- Art techniques to be covered
- District-wide Art contests
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- ★ Technical knowledge related to the job
- ★ Proficiency with computer software programs
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# Visual Arts

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### **CREATING**

- I can brainstorm multiple approaches to a creative art or design problem.
- I can collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- I can explore and invent art-making techniques and approaches.
- I can when making works of art, utilize and care for materials , tools, and equipment in a manner that prevents danger to oneself and others.
- I can document, describe, and represent regional constructed environments.
- I can revise artwork in progress on the basis of insights gained through peer discussion.

### **PRESENTING**

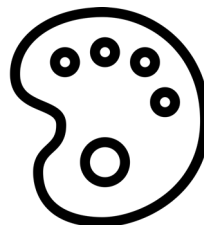
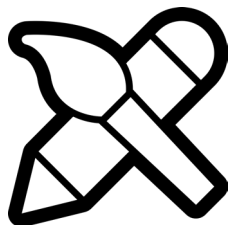
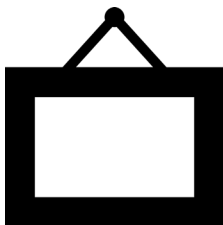
- I can analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- I can analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats
- I can compare and contrast purposes of art museums, art galleries, and other venues , as well as the types of personal experiences they provide.

### **RESPONDING**

- I can compare responses to a work of art before and after working in similar media.
- I can analyze components in visual imagery that convey message.
- I can interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form , and use of media.
- I can apply one set of criteria to evaluate more than one work of art

### **CONNECTING**

- I can create works of art that reflect community cultural traditions.
- I can through observation, infer information about time, place, and culture in which a work of art was created.



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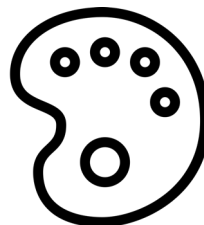
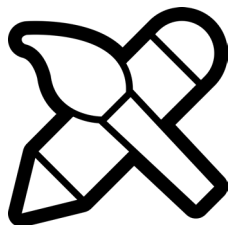
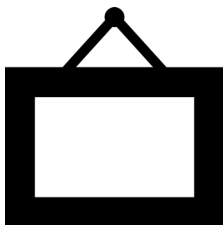
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### **CREATING**

- I can combine ideas to generate an innovative idea for art-making.
- I can identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- I can experiment and develop skills in multiple art-making techniques and approaches through practice.
- I can demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- I can identify, describe, and visually document places and/or objects of personal significance.
- I can create artist statements using art vocabulary to describe personal choices in art-making.

### **PRESENTING**

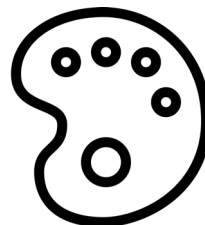
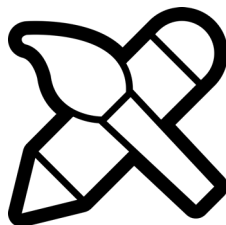
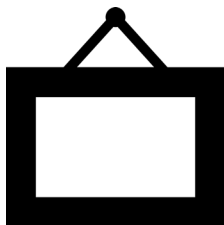
- I can define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- I can develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- I can cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic

### **RESPONDING**

- I can compare one's own interpretation of a work of art with the interpretation of others.
- I can identify and analyze cultural associations suggested by visual imagery.
- I can 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.
- I can recognize differences in criteria used to evaluate works of art depending on styles, genres, and Media as well as historical and cultural contexts.

### **CONNECTING**

- I can apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- I can identify how art is used to inform or change beliefs, values, or behaviors of an individual or society



# Visual Arts

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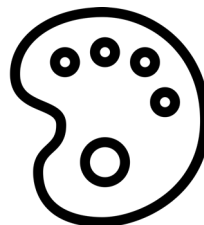
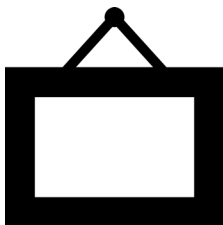
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### **CREATING**

- Combine concepts collaboratively to generate innovative ideas for creating art.
- Formulate an artistic investigation of personally relevant content for creating art.
- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
- Design or redesign objects, places, or systems that meet the identified needs of diverse users.
- I can reflect on whether personal artwork conveys the intended meaning and revise accordingly.

### **PRESENTING**

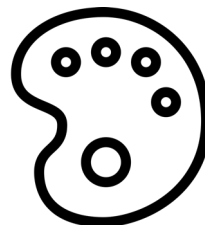
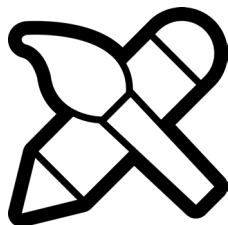
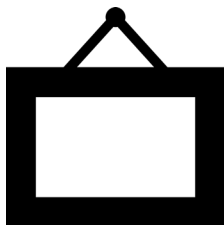
- Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
- Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

### **RESPONDING**

- Identify and interpret works of art or design that reveal how people live around the world and what they value.
- Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions 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.
- Develop and apply relevant criteria to evaluate a work of art.

### **CONNECTING**

- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
- Analyze how art reflects changing times, traditions, resources, and cultural uses.



# Visual Arts

## What Every Child Should Know 6th Grade

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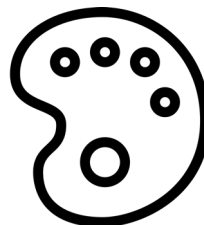
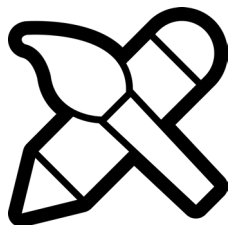
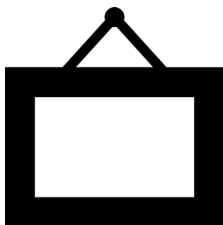
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# Visual Arts

## What Every Child Should Know

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#### **CREATING**

- Apply methods to overcome creative blocks.
- Develop criteria to guide making a work of art or design to meet an identified goal.
- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- 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.
- Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas I can reflect on whether personal artwork conveys the intended meaning and revise accordingly.

#### **PRESENTING**

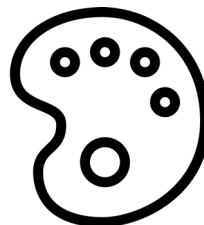
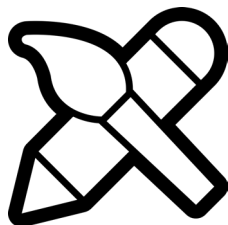
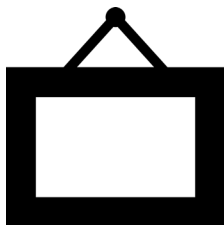
- Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
- Based on criteria, analyze and evaluate methods for preparing and presenting art.
- Compare and contrast viewing and experiencing collections and exhibitions in different venues

#### **RESPONDING**

- Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- Analyze multiple ways that images influence specific audiences 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.
- 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.

#### **CONNECTING**

- Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.



# Visual Arts

## What Every Child Should Know 7th Grade

### *Talking To Your Child's Teacher*

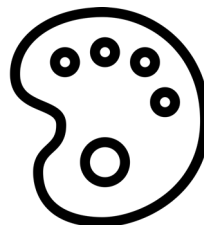
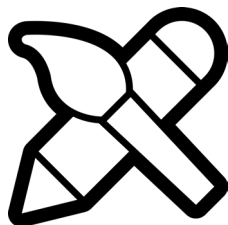
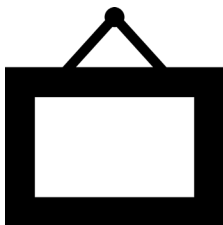
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### **CREATING**

- Document early stages of the creative process visually and/or verbally in traditional or new media.
- Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
- Select, organize, and design images and words to make visually clear and compelling presentations.
- I can apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

### **PRESENTING**

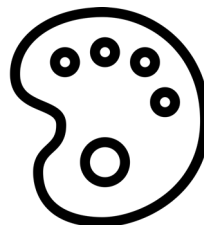
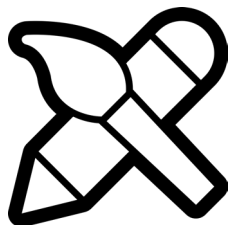
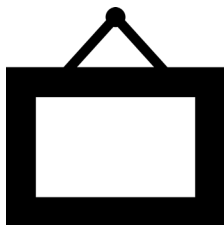
- Develop and apply criteria for evaluating a collection of artwork for presentation.
- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

### **RESPONDING**

- Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 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.
- Create a convincing and logical argument to support an evaluation of art.

### **CONNECTING**

- Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.



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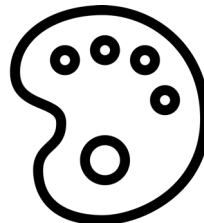
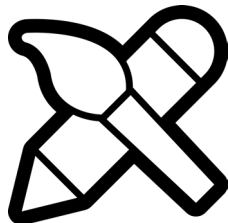
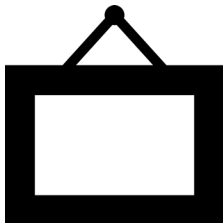
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# Visual Arts

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### High School - Intro to Art

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.

#### **CREATING**

- Use multiple approaches to begin creative endeavors.
- Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.
- Engage in making a work of art or design without having a preconceived plan.
- Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials , tools, and equipment.
- Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

#### **RESPONDING**

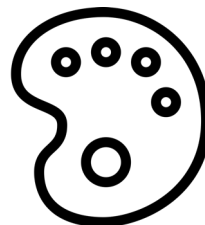
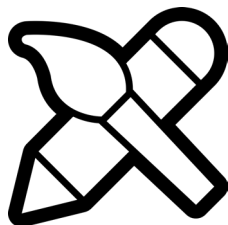
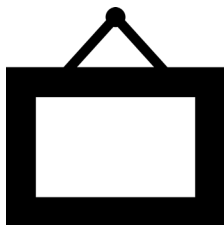
- Hypothesize ways in which art influences perception and understanding of human experiences.
- Analyze how one’s understanding of the world is affected by experiencing visual imagery.
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Establish relevant criteria in order to evaluate a work of art or collection of works.

#### **CONNECTING**

- Document the process of developing ideas from early stages to fully elaborated ideas.
- Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### **PRESENTING**

- Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- Analyze and evaluate the reasons and ways an exhibition is presented.
- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.



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### High School - Into to Art

#### *Talking To Your Child's Teacher*

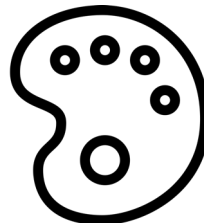
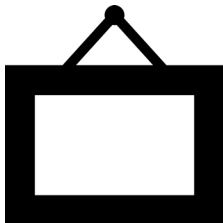
Here key points to discuss with your child's teacher:

- Art Project Scoring guides (Rubrics)
- The grading process
- Art techniques to be covered
- District-wide Art contests
- How my child will be supported if he/she is not "naturally talented" in art?

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

#### ***Skills employers look for:***

- ★ Ability to work in a team
- ★ Ability to make decisions and solve problems
- ★ Ability to plan, organize and prioritize work
- ★ Ability to communicate verbally with people inside and outside an organization
- ★ Ability to obtain and process information
- ★ Ability to analyze quantitative data
- ★ Technical knowledge related to the job
- ★ Proficiency with computer software programs
- ★ Ability to create and/or edit written reports
- ★ Ability to sell and influence others



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### High School - Drawing and Painting

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#### **CREATING**

- Individually or collaboratively formulate new creative problems based on student’s existing artwork.
- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Demonstrate awareness of ethical implications of making and distributing creative work.
- Redesign an object, system, place, or design in response to contemporary issues.

#### **PRESENTING**

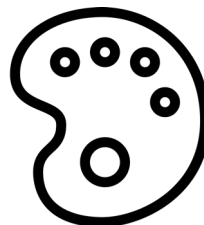
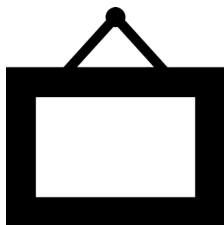
- Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

#### **RESPONDING**

- Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of work.
- Determine the relevance of criteria used by others to evaluate a work of art or collection of works

#### **CONNECTING**

- Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making.
- Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.



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