

# Visual Art Pacing Guide

## Kindergarten



### Introduction to the Visual Arts Pacing Guide

This document provides teachers with a guide to pacing Visual Arts as well as resources to support instruction.

The following sections are included:

**Part 1: Standards Overview** – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

**Part 2: Standards and Learning Outcomes** - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

**Part 3: National Guidelines** – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY

- **Essential Standard**
- Supporting Standard

# Part 1 - Standards Overview

The Create process is not sequential and may be taught in any order.		The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Creating</b> .	
<p><b>Artistic Process: Creating</b></p> <p>Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.1.Ka</li> <li>● VA.CR.1.Kb</li> </ul> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.2.Ka</li> <li>● VA.CR.2.Kb</li> <li>● VA.CR.2.Kc</li> </ul> <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> <li>● VA.CR.3.K</li> </ul>	<p><b>Artistic Process: Presenting</b></p> <p>Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> <li>● VA.PR.4.K</li> </ul> <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>● VA.PR.5.K</li> </ul> <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>● VA.PR.6.K</li> </ul>	<p><b>Artistic Process: Responding</b></p> <p>Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.7.Ka</li> <li>● VA.RE.7.Kb</li> </ul> <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.8.K</li> </ul> <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.9.K</li> </ul>	<p><b>Artistic Process: Connecting</b></p> <p>Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>● VA.CN.10.K</li> </ul> <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> <li>● VA.CN.11.K</li> </ul>

## Sample Year long Planning Schedule

*Instructional units can be organized by the Elements and Principles of art as well as other GESD End of Year Outcomes*

Lesson 1	Unit on Line	Lesson 10	Unit on Shape	Lesson 19	Unit on Color	Lesson 28	Unit on Texture
Lesson 2	Unit on Line	Lesson 11	Unit on Shape	Lesson 20	Unit on Color	Lesson 29	Unit on Pattern
Lesson 3	Unit on Line	Lesson 12	Unit on Shape	Lesson 21	Unit on Color	Lesson 30	Unit on Pattern
Lesson 4	Unit on Line	Lesson 13	Unit on Shape	Lesson 22	Unit on Texture	Lesson 31	Unit on Pattern
Lesson 5	Unit on Line	Lesson 14	Unit on Shape	Lesson 23	Unit on Texture	Lesson 32	Unit on Pattern
Lesson 6	Unit on Line	Lesson 15	Unit on Color	Lesson 24	Unit on Texture	Lesson 33	Unit on Pattern
Lesson 7	Unit on Line	Lesson 16	Unit on Color	Lesson 25	Unit on Texture	Lesson 34	Unit on Pattern
Lesson 8	Unit on Shape	Lesson 17	Unit on Color	Lesson 26	Unit on Texture	Lesson 35	Unit on Pattern
Lesson 9	Unit on Shape	Lesson 18	Unit on Color	Lesson 27	Unit on Texture	Lesson 36	Unit on Pattern

# Kindergarten End of Year Outcomes

GLENDALE ELEMENTARY SCHOOL DISTRICT 2017

## Art KINDERGARTEN

End of Year Outcomes

**CREATING**

I can engage in exploration and imaginative play.  
 I can collaboratively create art to solve an artistic problem.  
 I can experiment and build skills in various media and techniques.  
 I can safely use art materials, tools and equipment.  
 I can explain the creative process.

**I CAN DISCOVER GEOMETRIC SHAPES AND USE THEM WHEN I CREATE ART.**

**PRESENTING**

I can select artwork for my portfolio and explain why it was chosen.

**I CAN RECOGNIZE TYPES OF PATTERN AND CREATE PATTERN IN MY ARTWORK.**

**RESPONDING**

I can identify drawings, paintings, and sculptures.  
 I can identify subject matter and describe relevant details in a artwork.

**CONNECTING**

I can create art that tells a story.  
 I can identify the purpose of an artwork

**I CAN DISCOVER THE PRIMARY COLORS AND USE THEM WHEN I CREATE ART.**

**Primary Colors:** Red, Yellow, Blue  
 Red + Yellow= Orange  
 Yellow + Blue= Green  
 Red + Blue= Purple

**I CAN NAME TYPES OF LINES AND DRAW THEM IN MY ARTWORK.**

**Elements**

**Line**

**Shape**

**Color**

**Texture**

**Principles**

**Pattern**

**Vocabulary**

Center  
 Craftsmanship  
 Create  
 Critique  
 Detail  
 Imagine  
 Left/Right  
 Line  
 Pattern  
 Rough/Smooth  
 Shape  
 Short/Long  
 Size  
 Straight  
 Texture  
 Thick/Thin  
 Trace  
 Wavy/Curvy  
 Zigzag

**Suggested Artists**

Artists

Piet Mondrian  
 Paul Klee  
 Kandinsky  
 Joan Miro

### Links to Instructional Resources:

#### Elements

- Line
  - [Lines Unit \(2016 Overview\)](#)
- Shape
  -
- Color
  - [Primary Colors Unit \(2016 Overview\)](#)
  - [Piet Mondrian Primary Colors Unit \(2016 Overview\)](#)
  - [Landscape Unit \(2016 Overview\)](#)
- Texture
  - [Rubbings Texture Unit \(2016 Overview\)](#)

#### Principles

- Pattern
  - [Tizzle Tufted Dr. Seuss Bird \(2016 Overview\)](#)

#### Suggested Artists

- Piet Mondrian
  - <http://makingartfun.com/>
- Paul Klee
- Kandinsky
- Joan Miro

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## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
<ul style="list-style-type: none"> <li>VA.CR.1.Ka</li> </ul>	a. Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as paper, markers, clay, crayons, etc.).	<p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s): 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?</p>	<p>Imagine Create Line Shape</p>	
<ul style="list-style-type: none"> <li>VA.CR.1.Kb</li> </ul>	b. Engage collaboratively (such as using manipulatives for construction, adding to a group collage, etc.) in creative art-making in response to an artistic problem.	<p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Question(s): 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?</p>		
Anchor Standard #2 - Organize and develop artistic ideas and work				
<ul style="list-style-type: none"> <li>VA.CR.2.Ka</li> </ul>	a. Through experimentation, build skills in various media and approaches to art-making (such as using the elements of modern art, applying artistic ideas from diverse cultures, etc.).	<p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Essential Question(s): 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?</p>	<p>Center Craftsman- ship Create Left/Right Line Pattern Rough/ Smooth Shape Short/Long Size Straight</p>	

			Texture Thick/Thin Trace Wavy/Curvy Zigzag	
<ul style="list-style-type: none"> <li>VA.CR.2.Kb</li> </ul>	b. Observe safe practices with art materials, tools, and equipment.	<p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Question(s): 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?</p>		
<ul style="list-style-type: none"> <li>VA.CR.2.Kc</li> </ul>	c. Create art that represents natural and constructed environments.	<p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Question(s): 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?</p>		
Anchor Standard #3 - Refine and complete artistic work				
<ul style="list-style-type: none"> <li>VA.CR.3.K</li> </ul>	Explain the process and/or subject matter of personal artwork.	<p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Essential Question(s): 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?</p>	Detail	
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
<ul style="list-style-type: none"> <li>VA.PR.4.K</li> </ul>	Identify reasons for saving and displaying objects, artifacts, and artwork.	<p>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.</p>		

		Essential Question(s): 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?		
Anchor Standard #5 - Develop and refine artistic work for presentation				
<ul style="list-style-type: none"> <li>VA.PR.5.K</li> </ul>	Explain the purpose of a portfolio or collection (such as keeping artworks safe, reviewing artworks later, deciding which artworks are best, etc.).	<p>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.</p> <p>Essential Question(s): 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?</p>		
Anchor Standard #6 - Convey meaning through the presentation of artistic work				
<ul style="list-style-type: none"> <li>VA.PR.6.K</li> </ul>	Explain what an art museum is and distinguish how an art museum is different from other buildings.	<p>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.</p> <p>Essential Question(s): 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?</p>		
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
<ul style="list-style-type: none"> <li>VA.RE.7.Ka</li> </ul>	a. Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.	<p>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.</p> <p>Essential Question(s): 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</p>		

		our responses to art?		
<ul style="list-style-type: none"> <li>VA.RE.7.Kb</li> </ul>	b. Describe what an image represents.	<p>Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>		
<b>Anchor Standard #8 - Interpret intent and meaning in artistic work</b>				
<ul style="list-style-type: none"> <li>VA.RE.8.K</li> </ul>	Interpret art by identifying subject matter and describing relevant details.	<p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Question(s): 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?</p>		
<b>Anchor Standard #9 - Apply criteria to evaluate artistic work</b>				
<ul style="list-style-type: none"> <li>VA.RE.9.K</li> </ul>	Explain reasons for selecting a preferred artwork.	<p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Question(s): 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?</p>	Critique Craftsman-ship	
<b>Artistic Process - Connecting</b>				
<b>Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art</b>				
<ul style="list-style-type: none"> <li>VA.CN.10.K</li> </ul>	Create art that tells a story about a life experience.	<p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Question(s): 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?</p>	Detail	
<b>Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>				
<ul style="list-style-type: none"> <li>VA.CN.11.K</li> </ul>	Identify a purpose of an artwork.	<p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their</p>		

		interactions with and analysis of art. Essential Question(s): 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?		
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Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



# Visual Art Pacing Guide

## First Grade



### Introduction to the Visual Arts Pacing Guide

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**Part 3: National Guidelines** – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY ● **Essential Standard**  
● Supporting Standard

# Part 1 - Standards Overview

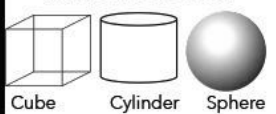
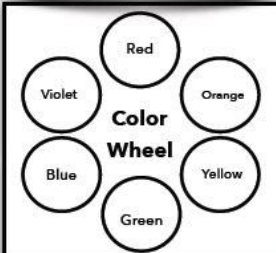
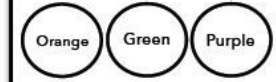
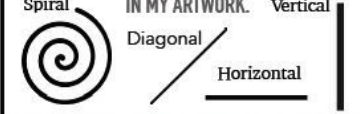
The Create process is not sequential and may be taught in any order.		The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Creating</b> .	
<p><b>Artistic Process: Creating</b></p> <p>Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.1.1a</li> <li>● VA.CR.1.1b</li> </ul> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.2.1a</li> <li>● VA.CR.2.1b</li> <li>● VA.CR.2.1c</li> </ul> <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> <li>● VA.CR.3.1</li> </ul>	<p><b>Artistic Process: Presenting</b></p> <p>Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> <li>● VA.PR.4.1</li> </ul> <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>● VA.PR.5.1</li> </ul> <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>● VA.PR.6.1</li> </ul>	<p><b>Artistic Process: Responding</b></p> <p>Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.7.1a</li> <li>● VA.RE.7.1b</li> </ul> <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.8.1</li> </ul> <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.9.1</li> </ul>	<p><b>Artistic Process: Connecting</b></p> <p>Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>● VA.CN.10.1</li> </ul> <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> <li>● VA.CN.11.1</li> </ul>

## Sample Yearlong Planning Schedule

*Instructional units can be organized by the Elements and Principles of art as well as other GESD End of Year Outcomes*

Lesson 1	Unit on Line	Lesson 10	Unit on Color	Lesson 19	Unit on Pattern	Lesson 28	Unit on Form
Lesson 2	Unit on Line	Lesson 11	Unit on Color	Lesson 20	Unit on Pattern	Lesson 29	Unit on Form
Lesson 3	Unit on Line	Lesson 12	Unit on Color	Lesson 21	Unit on Pattern	Lesson 30	Unit on Form
Lesson 4	Unit on Line	Lesson 13	Unit on Texture	Lesson 22	Unit on Value	Lesson 31	Unit on Form
Lesson 5	Unit on Shape	Lesson 14	Unit on Texture	Lesson 23	Unit on Value	Lesson 32	Unit on Space
Lesson 6	Unit on Shape	Lesson 15	Unit on Texture	Lesson 24	Unit on Value	Lesson 33	Unit on Space
Lesson 7	Unit on Shape	Lesson 16	Unit on Texture	Lesson 25	Unit on Value	Lesson 34	Unit on Space
Lesson 8	Unit on Shape	Lesson 17	Unit on Pattern	Lesson 26	Unit on Value	Lesson 35	Unit on Space
Lesson 9	Unit on Color	Lesson 18	Unit on Pattern	Lesson 27	Unit on Form	Lesson 36	Unit on Space

# End of Year Outcomes

<p>GLENDALE ELEMENTARY SCHOOL DISTRICT <span style="float: right;">2017</span></p> <p><i>Art</i> <b>FIRST GRADE</b></p> <p>End of Year Outcomes</p>	
<p><b>CREATING: SKILLS</b></p> <p>I can collaboratively use exploration and imaginative play with materials to create art.</p> <p>I can use brainstorming to create art.</p> <p>I can explore materials, tools and techniques in art-making.</p> <p>I can use safe and proper procedures for using materials, tools and equipment when making art.</p> <p>I can use vocabulary to describe choices in my artwork.</p>	<p><b>I CAN IDENTIFY 3D FORMS</b></p>  <p>Cube    Cylinder    Sphere</p>
<p><b>PRESENTING</b></p> <p>I can explain why some artworks are valued over others.</p>	<p><b>Color Wheel</b></p> 
<p><b>RESPONDING</b></p> <p>I can describe the subject matter of art.</p> <p>I can compare/contrast art of the same subject matter.</p> <p>I can categorize subject matter and identify learned elements/principles within an artwork.</p>	<p><b>I CAN MAKE COLORS LIGHTER OR DARKER.</b></p> <p>If I add <b>WHITE</b> to a color, it will become lighter.</p> <p>If I add <b>BLACK</b> to a color, it will become darker.</p>
<p><b>CONNECTING</b></p> <p>I can identify times, places and reasons to make art outside of school.</p> <p>I can identify reasons people from different times and places make art.</p>	<p><b>I CAN DISCOVER THE SECONDARY COLORS AND USE THEM WHEN I CREATE ART.</b></p> <p><b>Secondary Colors:</b> Orange, Green, Purple</p> <p>Red + Yellow= Orange</p> <p>Yellow + Blue= Green</p> <p>Red + Blue= Purple</p> 
<p><b>I CAN NAME TYPES OF LINES AND DRAW THEM IN MY ARTWORK.</b></p> <p>Spiral    Diagonal    Horizontal    Vertical</p> 	<p><b>Elements</b></p> <p>Line Shape Color Value Form Texture Space</p> <p><b>Principles</b></p> <p>Pattern</p>
<p><b>Vocabulary</b></p> <p>Background Craftsmanship Detail Diagonal Geometric Horizon line Horizontal Landscape Organic Primary Print Realist Secondary Spiral Symmetry (symmetrical/asymmetrical) Texture 3D (three-dimensional) 2D (two-dimensional) Outline Vertical</p>	
<p><b>Suggested Artists</b></p> <p>Edward Monet Vincent Van Gogh Ansel Adams</p>	

Links to Instructional Resources:

Elements

- Line
  - [Building Unit \(2016 overview\)](#)
- Shape
  - [Landscape Unit \(2016 Overview\)](#)
- Color
  - [Color Wheel Unit \(2016 Overview\)](#)
- Value
- Form
- Texture
  - [Portraits Unit \(2016 Overview\)](#)

Principles

- Pattern

Suggested Artists

- Edward Monet
- Vincent Van Gogh
- Ansel Adams

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## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
<b>Artistic Process - Creating</b>				
<b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b>				
<ul style="list-style-type: none"> <li>VA.CR.1.1a</li> </ul>	a. Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).	<p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s): 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?</p>		
<ul style="list-style-type: none"> <li>VA.CR.1.1</li> </ul>	b. Use careful observation in preparation for making a work of art.	<p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Question(s): 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?</p>		
<b>Anchor Standard #2 - Organize and develop artistic ideas and work</b>				
<ul style="list-style-type: none"> <li>VA.CR.2.1a</li> </ul>	a. Explore uses of materials, tools, approaches (such as using elements of modern art, applying artistic ideas from diverse cultures, etc.) to create works of art or design.	<p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Essential Question(s): 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?</p>	Geometric Organic Texture 2-Dimensiona   3-Dimensiona   Landscape Horizon Line Background Primary Secondary Outline	

			<p>Diagonal                  Vertica                  Horizontal                  Spiral                  Realist                  Print                  Symmetry                  (symmetrical/                  asymmetrical)                  Detail                  Craftsmanshi                  p</p>	
<ul style="list-style-type: none"> <li>VA.CR.2.1b</li> </ul>	<p>b. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p>	<p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.                  Essential Question(s): 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?</p>	<p>Craftsmanshi                  p</p>	
<ul style="list-style-type: none"> <li>VA.CR.2.1c</li> </ul>	<p>c. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>	<p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.                  Essential Question(s): 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?</p>		
<p><b>Anchor Standard #3 - Refine and complete artistic work</b></p>				
<ul style="list-style-type: none"> <li>VA.CR.3.1</li> </ul>	<p>Use art vocabulary to describe choices in personal artwork.</p>	<p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.                  Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does</p>	<p>Geometric                  Organic                  Texture                  2-Dimensiona                  l                  3-Dimensiona</p>	

		collaboratively reflecting on a work help us experience it more completely?	I Landscape Horizon Line Background Primary Secondary Outline Diagonal Vertical Horizontal Spiral Realist Print Symmetry (symmetrical/ asymmetrical) Detail Craftsmanship	
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
<ul style="list-style-type: none"> <li>VA.PR.4.1</li> </ul>	Explain why some objects, artifacts, and artwork are valued over others.	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(s): 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?		
Anchor Standard #5 - Develop and refine artistic work for presentation				
<ul style="list-style-type: none"> <li>VA.PR.5.1</li> </ul>	Give reasonable answers to questions about preserving artworks (such as where, when, why, and how artwork should be preserved.)	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(s): 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?		
Anchor Standard #6 - Convey meaning through the presentation of artistic work				
<ul style="list-style-type: none"> <li>VA.PR.6.1</li> </ul>	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	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(s): 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?		
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
<ul style="list-style-type: none"> <li>VA.RE.7.1a</li> </ul>	a. Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of one's self and others).	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(s): 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?		
<ul style="list-style-type: none"> <li>VA.RE.7.1b</li> </ul>	b. Compare images that represent the same subject matter.	Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?		
Anchor Standard #8 - Interpret intent and meaning in artistic work				
<ul style="list-style-type: none"> <li>VA.RE.8.1</li> </ul>	Interpret art by categorizing subject matter and identifying the elements and principles.	Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): 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?		
Anchor Standard #9 - Apply criteria to evaluate artistic work				
<ul style="list-style-type: none"> <li>VA.RE.9.1</li> </ul>	Classify artwork based on different reasons for preferences (favorite color, favorite subject matter, etc.).	<p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Question(s): 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?</p>		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
<ul style="list-style-type: none"> <li>VA.CN.10.1</li> </ul>	Identify times, places, and reasons students make art outside of school.	<p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Question(s): 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?</p>		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
<ul style="list-style-type: none"> <li>VA.CN.11.1</li> </ul>	Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events, etc.).	<p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Question(s): 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?</p>		

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



# Visual Art Pacing Guide

## Second Grade



### Introduction to the Visual Arts Pacing Guide

This document provides teachers with a guide to pacing Visual Arts as well as resources to support instruction.

The following sections are included:

**Part 1: Standards Overview** – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

**Part 2: Standards and Learning Outcomes** - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

**Part 3: National Guidelines** – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY

- **Essential Standard**
- Supporting Standard

# Part 1 - Standards Overview










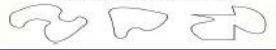


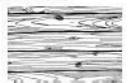

The Create process is not sequential and may be taught in any order.		The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Creating</b> .	
<p><b>Artistic Process: Creating</b></p> <p>Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.1.2a</li> <li>● VA.CR.1.2b</li> </ul> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.2.2a</li> <li>● VA.CR.2.2b</li> <li>● VA.CR.2.2c</li> </ul> <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> <li>● VA.CR.3.2</li> </ul>	<p><b>Artistic Process: Presenting</b></p> <p>Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> <li>● VA.PR.4.2</li> </ul> <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>● VA.PR.5.2</li> </ul> <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>● VA.PR.6.2</li> </ul>	<p><b>Artistic Process: Responding</b></p> <p>Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.7.2a</li> <li>● VA.RE.7.2b</li> </ul> <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.8.2</li> </ul> <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.9.2</li> </ul>	<p><b>Artistic Process: Connecting</b></p> <p>Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>● VA.CN.10.2</li> </ul> <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> <li>● VA.CN.11.2</li> </ul>

## Sample Year Long Planning Schedule

*Instructional units can be organized by the Elements and Principles of art as well as other GESD End of Year Outcomes*

Lesson 1	Unit on Line	Lesson 10	Unit on Color	Lesson 19	Unit on Pattern	Lesson 28	Unit on Form
Lesson 2	Unit on Line	Lesson 11	Unit on Color	Lesson 20	Unit on Pattern	Lesson 29	Unit on Space
Lesson 3	Unit on Line	Lesson 12	Unit on Color	Lesson 21	Unit on Value	Lesson 30	Unit on Space
Lesson 4	Unit on Line	Lesson 13	Unit on Texture	Lesson 22	Unit on Value	Lesson 31	Unit on Space
Lesson 5	Unit on Shape	Lesson 14	Unit on Texture	Lesson 23	Unit on Value	Lesson 32	Unit on Space
Lesson 6	Unit on Shape	Lesson 15	Unit on Texture	Lesson 24	Unit on Value	Lesson 33	Unit on Balance
Lesson 7	Unit on Shape	Lesson 16	Unit on Texture	Lesson 25	Unit on Form	Lesson 34	Unit on Balance
Lesson 8	Unit on Shape	Lesson 17	Unit on Pattern	Lesson 26	Unit on Form	Lesson 35	Unit on Balance
Lesson 9	Unit on Color	Lesson 18	Unit on Pattern	Lesson 27	Unit on Form	Lesson 36	Unit on Balance

# End of Year Outcomes

GLENDALE ELEMENTARY SCHOOL DISTRICT <span style="float: right;">2017</span>	
<h1>Art SECOND GRADE</h1> <h2>End of Year Outcomes</h2>	
<p><b>CREATING: SKILLS</b></p> <p>I can brainstorm collaboratively.</p> <p>I can make art to explore my personal interests, questions and curiosity.</p> <p>I can demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>I can experiment with various materials, tools and approaches to explore my personal interests in art.</p> <p>I can discuss and reflect with peers about choices I made in creating my artwork.</p>	<p>I CAN NAME TYPES OF BALANCE AND USE THEM IN MY ARTWORK.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>SYMMETRICAL      ASYMMETRICAL</p>
<p><b>PRESENTING</b></p> <p>I can group artworks by theme/ concept.</p> <p>I can analyze how art contributes to communities.</p>	<p>I CAN IDENTIFY 3D FORMS.</p> <div style="display: flex; justify-content: space-around;">      </div> <p>Cube   Cylinder   Sphere   Pyramid   Cone</p>
<p><b>RESPONDING</b></p> <p>I can critique expressive art.</p> <p>I can interpret the mood of artwork.</p> <p>I can use art vocabulary to express my preferences and describe different environments.</p>	<p><b>WARM COLORS</b></p> <p>RED ORANGE YELLOW</p> 
<p><b>CONNECTING</b></p> <p>I can create art about personal experiences.</p> <p>I can explore cultural use of artwork from different times and</p>	<p><b>COOL COLORS</b></p> <p>BLUE GREEN VIOLET</p> 
<p>I CAN IDENTIFY AND USE ORGANIC SHAPES IN MY ARTWORK.</p> 	<p>I CAN IDENTIFY AND USE ACTUAL AND IMPLIED TEXTURES IN MY ARTWORK.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>ACTUAL TEXTURE</p>  </div> <div style="text-align: center;">  <p>IMPLIED TEXTURE</p>  </div> </div>
<p><b>Elements</b></p> <p>Line Shape Color Value Form Texture Space</p> <p><b>Principles</b></p> <p>Balance Pattern</p> <p><b>Vocabulary</b></p> <p>Actual texture Background Balance Cone Contour Cool colors Craftsmanship Critique Cube Detail Foreground Implied texture Landscape Media Medium Middle ground Observe Portrait Pyramid Sphere Still life Symmetry Theme Warm colors</p> <p><b>Suggested Artists</b></p> <p>Georgia O'Keefe Diego Rivera Aboriginal Art Katsushika Hokusai</p>	

### Links to Instructional Resources:

#### Elements

- Line
  - Shape
    - [Art of Recycle Unit \(2016 Overview\)](#)
- Color
- Value
- Form
  -
- Texture
  - [Media and Techniques Unit \(2016 Overview\)](#)
- Space
  - [Media and Techniques Unit \(2016 Overview\)](#)
  - [Memorable Artwork Unit \(2016 Overview\)](#)

#### Principles

- Balance
  -
- Pattern

#### Suggested Artists

- Georgia O'Keefe - [Art Critique](#)
- Diego Rivera
- Aboriginal Art
- Katsushika Hokusai

Are you interested in contributing a lesson? Use [this template!](#)

## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
<ul style="list-style-type: none"> <li>VA.CR.1.2a</li> </ul>	a. Brainstorm collaboratively (such as contributing to and listening to various ideas) multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events, etc.).	<p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s): 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?</p>		
<ul style="list-style-type: none"> <li>VA.CR.1.2b</li> </ul>	b. Make art or design to explore personal interests, questions, and curiosity.	<p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Question(s): 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?</p>	Theme	
Anchor Standard #2 - Organize and develop artistic ideas and work				
<ul style="list-style-type: none"> <li>VA.CR.2.2a</li> </ul>	a. Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.	<p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Essential Question(s): 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?</p>	Actual Texture Implied Texture Landscape Background Middleground Foreground Balance Symmetry Warm/Cool Colors Media Medium	

			<p>Craftsmanship Cone Cube Pyramid Sphere Still Life Portrait Contour</p>	
<ul style="list-style-type: none"> <li>VA.CR.2.2b</li> </ul>	<p>b. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p>	<p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): 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?</p>	<p>Craftsmanship Detail</p>	
<ul style="list-style-type: none"> <li>VA.CR.2.2c</li> </ul>	<p>c. Repurpose objects to make something new.</p>	<p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): 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?</p>		
<p>Anchor Standard #3 - Refine and complete artistic work</p>				
<ul style="list-style-type: none"> <li>VA.CR.3.2</li> </ul>	<p>Discuss and reflect with peers about choices made in creating artwork.</p>	<p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): 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?</p>	<p>Critique Craftsmanship Detail Observe Media Medium</p>	
<p>Artistic Process - Presenting</p>				
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>				

<ul style="list-style-type: none"> <li>VA.PR.4.3</li> </ul>	<p>Categorize artworks based on a theme or concept for an exhibit (such as bulletin board display, student art show, postcard mock gallery, etc.).</p>	<p>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(s): 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?</p>	<p>Theme Observe</p>	
<p>Anchor Standard #5 - Develop and refine artistic work for presentation</p>				
<ul style="list-style-type: none"> <li>VA.PR.5.3</li> </ul>	<p>Distinguish between different materials or artistic techniques for preparing artwork for presentation and preservation (such as mounted on construction paper, elevated on a base, hung from the ceiling, etc., and including a label with student name and title).</p>	<p>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(s): 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?</p>		
<p>Anchor Standard #6 - Convey meaning through the presentation of artistic work</p>				
<ul style="list-style-type: none"> <li>VA.PR.6.3</li> </ul>	<p>Analyze how art exhibited inside and outside of schools (such as in school lobby, on hallway bulletin boards, in museums, galleries, virtual spaces, and other venues) contributes to communities.</p>	<p>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(s):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?</p>		
<p>Artistic Process - Responding</p>				
<p>Anchor Standard #7 - Perceive and analyze artistic work</p>				
<ul style="list-style-type: none"> <li>VA.RE.7.2a</li> </ul>	<p>a. Use art-specific vocabulary to describe one’s natural world and constructed environments.</p>	<p>Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self,</p>		

		others, the natural world, and constructed environments. Essential Question(s): 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?		
<ul style="list-style-type: none"> <li>VA.RE.7.2b</li> </ul>	b. Compare images based on expressive properties (such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny, etc.).	Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?		
<b>Anchor Standard #8 - Interpret intent and meaning in artistic work</b>				
<ul style="list-style-type: none"> <li>VA.RE.8.2</li> </ul>	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.	Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): 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?		
<b>Anchor Standard #9 - Apply criteria to evaluate artistic work</b>				
<ul style="list-style-type: none"> <li>VA.RE.9.2</li> </ul>	Use art-specific vocabulary to express preferences about artwork.	Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): 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?		
<b>Artistic Process - Connecting</b>				
<b>Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art</b>				
<ul style="list-style-type: none"> <li>VA.CN.10.2</li> </ul>	Create works of art about events in home, school, or community life.	Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): 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?		
<b>Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen</b>				

understanding				
<ul style="list-style-type: none"> <li>VA.CN.11.2</li> </ul>	Compare cultural uses (such as honoring people, remembering events, etc.) of artwork from different times and places.	Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): 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?		

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



# Visual Art Pacing Guide

## Third Grade



### Introduction to the Visual Arts Pacing Guide

This document provides teachers with a guide to pacing Visual Arts as well as resources to support instruction.

**Part 1: Standards Overview** – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

**Part 2: Standards and Learning Outcomes** - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

**Part 3: National Guidelines** – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY

- **Essential Standard**
- Supporting Standard

# Part 1 - Standards Overview











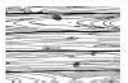
The Create process is not sequential and may be taught in any order.		The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Creating</b> .	
<p><b>Artistic Process: Creating</b></p> <p>Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.1.3a</li> <li>● VA.CR.1.3b</li> </ul> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>● VA.CR.2.3a</li> <li>● VA.CR.2.3b</li> <li>● VA.CR.2.3c</li> </ul> <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> <li>● VA.CR.3.3</li> </ul>	<p><b>Artistic Process: Presenting</b></p> <p>Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> <li>● VA.PR.4.3</li> </ul> <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>● VA.PR.5.3</li> </ul> <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>● VA.PR.6.3</li> </ul>	<p><b>Artistic Process: Responding</b></p> <p>Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.7.3a</li> <li>● VA.RE.7.3b</li> </ul> <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.8.3</li> </ul> <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> <li>● VA.RE.9.3</li> </ul>	<p><b>Artistic Process: Connecting</b></p> <p>Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>● VA.CN.10.3</li> </ul> <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> <li>● VA.CN.11.3</li> </ul>

## Sample Yearlong Planning Schedule

*Instructional units can be organized by the Elements and Principles of art as well as other GESD End of Year Outcomes*

Lesson 1	Unit on Line	Lesson 10	Unit on Color	Lesson 19	Unit on Pattern	Lesson 28	Unit on Form
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Lesson 8	Unit on Shape	Lesson 17	Unit on Pattern	Lesson 26	Unit on Form	Lesson 35	Unit on Balance
Lesson 9	Unit on Color	Lesson 18	Unit on Pattern	Lesson 27	Unit on Form	Lesson 36	Unit on Balance

# End of Year Outcomes

GLENDALE ELEMENTARY SCHOOL DISTRICT <span style="float: right;">2017</span>	
<h1>Art THIRD GRADE</h1> <h2>End of Year Outcomes</h2>	
<p><b>CREATING: SKILLS</b></p> <p>I can create artwork using a variety of artistic process, materials and approaches.</p> <p>I can use materials, tools and equipment safely and proficiently.</p> <p>I can add details to artwork.</p> <p>I can create detailed imaginative artwork.</p> <p>I can investigate personal ideas through the art-making process.</p>	<p>I CAN NAME TYPES OF BALANCE AND USE THEM IN MY ARTWORK.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>SYMMETRICAL      ASYMMETRICAL</p>
<p><b>PRESENTING</b></p> <p>I can discuss how to prepare art for presentation.</p> <p>I can discuss how cultures record and illustrate through art.</p>	<p>I CAN IDENTIFY 3D FORMS.</p> <div style="display: flex; justify-content: space-around;">      </div> <p>Cube   Cylinder   Sphere   Pyramid   Cone</p>
<p><b>RESPONDING</b></p> <p>I can speculate what processes are used to create art.</p> <p>I can interpret symbols.</p> <p>I can use contextual information to analyze an artwork.</p> <p>I can distinguish my preference for an artwork versus my evaluation.</p>	<p><b>INTERMEDIATE COLORS</b></p> <p>Red-orange, Red-violet, Blue-green, Blue-violet, Yellow-green, Yellow-Orange</p>
<p><b>CONNECTING</b></p> <p>I can develop observational artwork.</p> <p>I can compare and contrast an artwork before/after contextual information.</p>	<p><b>POSITIVE SPACE</b></p> 
<p><b>NEUTRAL COLORS</b></p> <p>Black, White, Gray, Brown</p>	<p><b>TINT/SHADE</b></p> <p>Color + White= TINT</p> <p>Color + Black= SHADE</p>
	<p><b>NEGATIVE SPACE</b></p> 
	<p>I CAN IDENTIFY AND USE ACTUAL AND IMPLIED TEXTURES IN MY ARTWORK.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>ACTUAL TEXTURE      IMPLIED TEXTURE</p>
	<p><b>Vocabulary</b></p> <p>Asymmetry Background Balance Cool colors Critique Foreground Horizon line Landscape Middle ground Negative space Overlapping Placement Positive space Portrait Shade Still life Symmetry 3D (three-dimensional) Tint 2D (two-dimensional) Warm colors</p>
	<p><b>Suggested Artists</b></p> <p>Frida Kahlo Edgar Degas Vincent Van Gogh Leonardo Di Vinci</p>

### Links to Instructional Resources:

#### Elements

- Line
- Shape
- Color
  - [Comic Book Artwork Unit \(2016 Overview\)](#)
- Value
  - [Painting Techniques Unit \(2016 Overview\)](#)
- Form
- Texture
  - [Painting Techniques Unit \(2016 Overview\)](#)
- Space
  - [Self Portrait Unit \(2016 Overview\)](#)

#### Principles

- Balance
  - [Symbols in Art Unit \(2016 Overview\)](#)

#### Suggested Artists

- Frida Kahlo
- Edgar Degas
- Vincent Van Gogh
- Leonardo Di Vinci

Are you interested in contributing a lesson? Use [this template!](#)

## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
<ul style="list-style-type: none"> <li>VA.CR.1.3a</li> </ul>	a. Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.	<p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s): 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?</p>		
<ul style="list-style-type: none"> <li>VA.CR.1.3b</li> </ul>	b. Investigate personal ideas through the art-making process.	<p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Question(s): 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?</p>		
Anchor Standard #2 - Organize and develop artistic ideas and work				
<ul style="list-style-type: none"> <li>VA.CR.2.3a</li> </ul>	a. Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).	<p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Essential Question(s): 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?</p>	Balance Asymmetry/ Symmetry Space Overlapping Positive and Negative Placement Foreground Middleground Background Landscape Horizonline	

			Warm/Cool Colors Tint/Shade Portrait 2-Dimensional   3-Dimensional   Still Life	
<ul style="list-style-type: none"> <li>VA.CR.2.3b</li> </ul>	<p>b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p>	<p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): 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?</p>		
<ul style="list-style-type: none"> <li>VA.CR.2.3c</li> </ul>	<p>c. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</p>	<p>Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): 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?</p>		
Anchor Standard #3 - Refine and complete artistic work				
<ul style="list-style-type: none"> <li>VA.CR.3.3</li> </ul>	<p>Elaborate visual information by adding details in an artwork.</p>	<p>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): 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?</p>	Background	
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				

<ul style="list-style-type: none"> <li>VA.PR.4.3</li> </ul>	<p>Investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet, etc.) for exhibiting artwork.</p>	<p>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(s): 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?</p>		
<p>Anchor Standard #5 - Develop and refine artistic work for presentation</p>				
<ul style="list-style-type: none"> <li>VA.PR.5.3</li> </ul>	<p>Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center, etc.) and write an artist statement (such as a descriptive sentence).</p>	<p>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(s): 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?</p>	<p>Critique</p>	
<p>Anchor Standard #6 - Convey meaning through the presentation of artistic work</p>				
<ul style="list-style-type: none"> <li>VA.PR.6.3</li> </ul>	<p>Identify and explain how and where different cultures record and illustrate stories and preserve history through art.</p>	<p>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(s):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?</p>	<p>Critique</p>	
<p>Artistic Process - Responding</p>				
<p>Anchor Standard #7 - Perceive and analyze artistic work</p>				
<ul style="list-style-type: none"> <li>VA.RE.7.3a</li> </ul>	<p>a. Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and</p>	<p>Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self,</p>	<p>Balance Asymmetry/ Symmetry</p>	

	brushmarks in a painting) an artist used to create a work of art.	others, the natural world, and constructed environments. Essential Question(s): 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?	Space Overlapping Positive and Negative Placement Foreground Middleground Background Landscape Horizonline Warm/Cool Colors Tint/Shade Portrait 2-Dimensiona   3-Dimensiona   Still Life	
● VA.RE.7.3b	b. Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).	Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?		
<b>Anchor Standard #8 - Interpret intent and meaning in artistic work</b>				
● VA.RE.8.3	Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media.	Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): 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?		
<b>Anchor Standard #9 - Apply criteria to evaluate artistic work</b>				
● VA.RE.9.3	Distinguish one's preference for an artwork from one's evaluation of that artwork. ("I like it," is a preference while "It is good because...." is an evaluation).	Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): 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?	Critique	

Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
<ul style="list-style-type: none"> <li>VA.CN.10.3</li> </ul>	Develop a work of art based on observations of surroundings.	<p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Question(s): 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?</p>		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
<ul style="list-style-type: none"> <li>VA.CN.11.3</li> </ul>	Recognize that responses to art change depending on knowledge of the time and place in which it was made (by using a t-chart to compare initial responses to those formed after study of the context, for example).	<p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Question(s): 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?</p>		

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



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**COMMON CORE STANDARDS FOR THE RELATED ARTS**

How are students literate in Visual Arts?

<b>Reading Standards</b>	
<b><i>Knowledge of domain-specific vocabulary</i></b>	<ul style="list-style-type: none"> <li>● How do I use content-specific vocabulary in my content area?</li> <li>● How do I ensure I am explicitly teaching my content area's vocabulary</li> <li>● How do students read content-specific vocabulary in my content area?</li> <li>● Why is it important for students to do this in my content area?</li> </ul>
<b><i>Analyze, evaluate, and differentiate primary and secondary sources</i></b>	<ul style="list-style-type: none"> <li>● What are primary and secondary sources in my content area? (i.e. paintings in visual art, music recordings in music, websites in media, videos of sport events in PE, real time student performance)</li> <li>● Why is it important for students to do this in my content area?</li> <li>● How do I ensure students are analyzing and evaluating content-specific sources?</li> </ul>
<b><i>Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams</i></b>	<ul style="list-style-type: none"> <li>● How are maps, timelines, flowcharts or diagrams used in my content area?</li> <li>● Why is it important for students to do this in my content area?</li> <li>● How will students synthesize the information found in maps, timelines, flowcharts or diagrams and are able to explain the information to another person?</li> </ul>
<b>Writing Standards</b>	
<b><i>Write arguments on discipline-specific content and informative/explanatory texts</i></b>	<ul style="list-style-type: none"> <li>● How might I ask students to write an argument in my content area?</li> <li>● What text, media, visual, or performance resources can be used as "text" to write arguments from?</li> <li>● Why would students need to argue a point-of-view or perspective in my content area?</li> </ul>
<b><i>Use of data, evidence, and reason to support arguments and claims</i></b>	<ul style="list-style-type: none"> <li>● What kind of data is specific to my content area?</li> <li>● How do I use text, media, visual, or performance resources as data to reason or support arguments or claims?</li> </ul>
<b><i>Use of domain-specific vocabulary</i></b>	<ul style="list-style-type: none"> <li>● How do students use content-specific vocabulary in their writing?</li> <li>● Why is it important for students to be able to write about my content area?</li> </ul>

\*adapted from the [www.corestandards.org](http://www.corestandards.org)

**HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM)**

Artistic Practice	<b>DOK Level 1 Recall and Reproduction</b> Having the knowledge required; do not need to “figure it out”	<b>DOK Level 2 Connect or Apply Skills &amp; Concepts</b> Making connections among skills/concepts or decisions (e.g., about approach, tools)	<b>DOK Level 3 Strategic Thinking/Abstract Reasoning</b> Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	<b>DOK Level 4 Extended Thinking</b> Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing and Responding	<ul style="list-style-type: none"> <li>Identify/ describe ways art represents what people see, hear, feel, believe</li> <li>Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music</li> <li>Describe how artists/ dancers might represent...</li> <li>Identify/ describe narrative conventions depicted in the arts</li> </ul>	<ul style="list-style-type: none"> <li>Show relationships between (dance, music, film, etc.) and other arts forms</li> <li>Make observations or compare similarities/differences: styles, forms, techniques, etc.</li> <li>Explain possible reasons for selecting tools, medium, elements, principles, images, etc.</li> <li>Select a familiar artistic work to perform</li> <li>Explain the artist’s central message</li> </ul>	<ul style="list-style-type: none"> <li>Analyze/ find evidence of how a combination of elements or principles are used to achieve a desired effect or theme</li> <li>Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc.</li> <li>Develop personal response to or interpretation of a work of art</li> </ul>	<ul style="list-style-type: none"> <li>Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme)</li> <li>Perform an “old” idea in a new way</li> </ul>
Historical, Social and Cultural Contexts	<ul style="list-style-type: none"> <li>Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc.</li> <li>Identify ways symbols and metaphors are used to represent universal ideas</li> <li>Locate symbols that represent...</li> <li>Identify/ describe characteristics and origins of dance/art/music genres</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/ theatre/film</li> <li>Explain or compare how different art forms communicate culture, time period, issues</li> <li>Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/ culture</li> <li>Explain/trace the evolution of arts forms across time periods</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how historical/cultural context is applied to develop theme in a performance or product</li> <li>Plan artworks based on historical, social, political, or cultural theme, concept, or representative style</li> <li>Apply problem solving strategies used among the arts, humanities, and sciences to solve visual “problems”</li> </ul>	<ul style="list-style-type: none"> <li>Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint</li> </ul>
Creative Expression, Exploration and Production	<ul style="list-style-type: none"> <li>Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods)</li> <li>Demonstrate a variety of movements, methods, techniques</li> <li>Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space)</li> </ul>	<ul style="list-style-type: none"> <li>Select/use tools for specific artistic purposes</li> <li>Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc.</li> <li>Use/apply choreographic forms to communicate ideas, feelings, concepts</li> <li>Improvise simple rhythmic variations</li> <li>Create examples or models that represent the same topic, concept, idea, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme</li> <li>Create/compose for a specific purpose, using appropriate processes, tools, techniques</li> <li>Create narrative art work depicting setting, characters, action, conflict, etc.</li> <li>Research a given style and develop personal interpretation of it</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple sets of criteria to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)</li> </ul>
Aesthetics, Criticism and Reflection	<ul style="list-style-type: none"> <li>Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation</li> <li>Describe criteria used for executing technical or artistic quality</li> </ul>	<ul style="list-style-type: none"> <li>Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response</li> <li>Critique examples and non-examples of a given technique, style, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual “problem”)</li> </ul>	<ul style="list-style-type: none"> <li>Formulate/ use multiple sets of criteria and evidence to critique a complex /multi-faceted performance or final product</li> <li>Compile and defend exemplars chosen to depict a theme or style</li> </ul>

## Part 3 - National Guidelines

The new National Core Arts Standards are framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes and creative practices, anchor and performance standards that students should attain, and model cornerstone assessments by which they can be measured. They emphasize the process-oriented nature of the arts and arts learning that guide the continuous and systematic operations of instructional improvement by:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards at the forefront of the work.
- Identifying Creative Practices as the bridge for the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual throughlines and articulate value and meaning within and across the arts discipline.
- Providing Model Cornerstone Assessments of student learning aligned to the Artistic Processes.

Rather than offering simply a compilation of individual skills and knowledge, the National Core Arts Standards integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans K-8 and is aligned to the philosophical foundations and lifelong goals.

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today’s multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for	Artistically literate citizens know and understand artwork from varied

<p>individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.</p>	<p>historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.</p>
<p>Arts as Means to Wellbeing</p>	
<p>Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.</p>	<p>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</p>
<p>The Arts as Community Engagement</p>	
<p>The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.</p>	<p>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</p>

### Anchor standards

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

### Performance standards

Performance standards are discipline-specific grade-by-grade articulations of student achievement in the arts K-8. As such, the performance standards translate the anchor standards into specific, measurable learning goals.

### Instructional Resources

The instructional resources include:

- Enduring understandings - are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.
- Essential questions - Described by Wiggins and McTighe as questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions—including thoughtful student questions—not just pat answers. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in your subject.

- Process components - the actions artists carry out as they complete each artistic process.
- Glossaries
- Cornerstone assessment with key traits. - Sample model cornerstone assessments are provided within the standards to illustrate the type of evidence needed to show attainment of desired learning. Key traits describe the criteria or “look-for’s” used to build evaluation tools for open-ended performance tasks.

The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts but equally important for science and mathematics learning, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings. Through arts teaching, students view, make, and discuss art works, and come to realize that the arts exist not in isolation, but within the multiple dimensions of time, space, culture, and history.