

# Visual Art Pacing Guide

## Fourth 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. The

**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> .	
<b>Artistic Process: Creating</b> Anchor Standard 1 - Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.1.4a</li> <li>● VA.CR.1.4b</li> </ul> Anchor Standard 2 - Organize and develop artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.2.4a</li> <li>● VA.CR.2.4b</li> <li>● VA.CR.2.4c</li> </ul> Anchor Standard 3 Refine and complete artistic work <ul style="list-style-type: none"> <li>● VA.CR.3.4</li> </ul>	<b>Artistic Process: Presenting</b> Anchor Standard 4 - Select, analyze, and interpret artistic work for performance <ul style="list-style-type: none"> <li>● VA.PR.4.4</li> </ul> Anchor Standard 5- Develop and refine artistic work for presentation <ul style="list-style-type: none"> <li>● VA.PR.5.4</li> </ul> Anchor Standard 6- Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> <li>● VA.PR.6.4</li> </ul>	<b>Artistic Process: Responding</b> Anchor Standard 7 - Perceive and analyze artistic work <ul style="list-style-type: none"> <li>● VA.RE.7.4a</li> <li>● VA.RE.7.4b</li> </ul> Anchor Standard 5- Interpret intent and meaning in artistic work <ul style="list-style-type: none"> <li>● VA.RE.8.4</li> </ul> Anchor Standard 9- Apply criteria to evaluate artistic work <ul style="list-style-type: none"> <li>● VA.RE.9.4</li> </ul>	<b>Artistic Process: Connecting</b> Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> <li>● VA.CN.10.4</li> </ul> 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.11.4</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 Emphasis	Lesson 10	Unit on Contrast	Lesson 19	Unit on Drawing	Lesson 28	Unit on 3D
Lesson 2	Unit on Emphasis	Lesson 11	Unit on Contrast	Lesson 20	Unit on Drawing	Lesson 29	Unit on 3D
Lesson 3	Unit on Emphasis	Lesson 12	Unit on Movement	Lesson 21	Unit on Drawing	Lesson 30	Unit on 3D
Lesson 4	Unit on Emphasis	Lesson 13	Unit on Movement	Lesson 22	Unit on Painting	Lesson 31	Unit on 3D
Lesson 5	Unit on Emphasis	Lesson 14	Unit on Movement	Lesson 23	Unit on Painting	Lesson 32	Unit on Multimedia
Lesson 6	Unit on Emphasis	Lesson 15	Unit on Movement	Lesson 24	Unit on Painting	Lesson 33	Unit on Multimedia
Lesson 7	Unit on Contrast	Lesson 16	Unit on Movement	Lesson 25	Unit on Painting	Lesson 34	Unit on Multimedia
Lesson 8	Unit on Contrast	Lesson 17	Unit on Drawing	Lesson 26	Unit on Painting	Lesson 35	Unit on Multimedia
Lesson 9	Unit on Contrast	Lesson 18	Unit on Drawing	Lesson 27	Unit on 3D	Lesson 36	Unit on Multimedia

# End of Year Outcomes

GLENDALE ELEMENTARY SCHOOL DISTRICT
2017

## Art




# FOURTH GRADE

### End of Year Outcomes

**CREATING: SKILLS**

- I can independently brainstorm multiple approaches to solve a creative art or design problem.
- I can collaboratively set goals and create meaningful art.
- I can revise in progress artwork based on peer critique.
- I can develop technical skills and explore art-making approaches.
- I can utilize and care for materials, tools and equipment.

**I CAN NAME TYPES OF BALANCE AND USE THEM IN MY ARTWORK.**










SYMMETRICAL
ASYMMETRICAL
RADIAL

**Elements**  
 Line  
 Shape  
 Color  
 Value  
 Form  
 Texture  
 Space

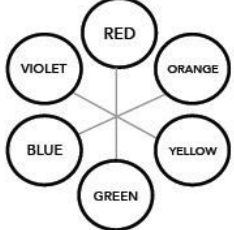
**Principles**  
 Balance  
 Contrast  
 Emphasis  
 Movement  
 Pattern

**I CAN IDENTIFY AND EXPERIMENT WITH 3D FORMS.**

Cube
Cylinder
Sphere
Pyramid
Cone

**I CAN USE COLOR SCHEMES WHEN I CREATE ART.**



**Complementary colors-** Two opposite colors on the color wheel.

**Intermediate colors-** Red-orange, Red-violet, Blue-green, Blue-violet, Yellow-green, Yellow-Orange

Color + White= **TINT**

Color + Black= **SHADE**

**Warm Colors-** Red, Orange, Yellow    **Cool Colors-** Green, Blue, Violet

**Vocabulary**

Asymmetry  
 Balance  
 Collaborate  
 Contrast  
 Depth  
 Emphasis  
 Illusion  
 Intermediate  
 Negative space  
 Overlapping  
 Pattern  
 Placement  
 Positive space  
 Radial  
 Shade  
 Symbolism  
 Symmetry  
 Tint

**Suggested Artists**

Keith Haring  
 Andy Warhol  
 Roy Lichtenstein

## Links to Instructional Resources:

### Principles

- Contrast
  -
- Emphasis
  -
- Movement
  -

### Mediums

- Drawing
  - [Mandalas Unit \(2016 Overview\)](#)
  - [Pop Art Unit \(2016 Overview\)](#)
  - [Observational Drawing \(2016 Overview\)](#)
  - [Traditions Unit \(2016 Overview\)](#)
- Painting
  - [Kandinsky Circles Unit \(2016 Overview\)](#)
- 3D
  - [Polyhedron](#)
- Multimedia
  - [Paper Weaving](#)
  - [Selfie Collage](#)
  - [Positive Negative Space Unit \(2016 Overview\)](#)

### Suggested Artists

- Keith Haring
- Andy Warhol
- Roy Lichtenstein

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.				
● VA.CR.1.4a	a. Independently brainstorm multiple approaches to solve a creative art or design problem.	Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. 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?		
● VA.CR.1.4b	b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).	Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. 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?		
Anchor Standard #2 - Organize and develop artistic ideas and work				
● VA.CR.2.4a	a. Develop technical skills and explore art-making approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.).	Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches 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?		
● VA.CR.2.4b	b. When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership.	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?		
<ul style="list-style-type: none"> <li>VA.CR.2.4c</li> </ul>	c. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	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?		
Anchor Standard #3 - Refine and complete artistic work				
<ul style="list-style-type: none"> <li>VA.CR.3.4</li> </ul>	c. Describe, and visually represent regional constructed environments (such as school, playground, park, street, or store).	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?		
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
<ul style="list-style-type: none"> <li>VA.PR.4.4</li> </ul>	Analyze how past, present, and emerging technologies have impacted the presentation of artwork (such as photographic/digital reproductions, posters, postcards, printouts, photocopies, etc.).	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.5.4</li> </ul>	Analyze the various considerations for presenting and protecting art (such as the work of indigenous	Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for		

	peoples in archeological sites or museums, indoor or outdoor public art in various settings, other art in temporary or permanent forms both in physical or digital formats, etc.).	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				
• VA.PR.6.4	Compare purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other venues (such as school lobbies, bulletin boards, local businesses, etc.).	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				
• VA.RE.7.4a	Use art-specific vocabulary to compare responses to a work of art before and after working in similar media.	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?		
• VA.RE.7.4b	b. Analyze components (such as elements and principles in modern art, visual traditions of various indigenous peoples, etc.) in imagery that convey messages.	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				
• VA.RE.8.4	Interpret art by referring to	Enduring Understanding: People gain insights into		

	contextual information and by analyzing relevant subject matter, use of media, and elements and principles or artistic norms of the culture within which the artwork is made.	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				
● VA.RE.9.4	Evaluate an artwork based on given criteria (such as realism, usefulness, expressiveness, formal excellence, craftsmanship, etc.).	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?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
● VA.CN.10.4	Create a work of art that reflects community or cultural traditions.	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?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
● VA.CN.11.4	Through observation, infer information about time, place, and culture in which a work of art was created (by examining genre scenes, cityscapes, portraits from different eras, etc.).	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

## Fifth Grade



### Introduction to the Visual Arts Pacing Guide

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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> .	
<b>Artistic Process: Creating</b> Anchor Standard 1 - Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.1.5a</li> <li>● VA.CR.1.5b</li> </ul> Anchor Standard 2 - Organize and develop artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.2.5a</li> <li>● VA.CR.2.5b</li> <li>● VA.CR.2.5c</li> </ul> Anchor Standard 3 Refine and complete artistic work <ul style="list-style-type: none"> <li>● VA.CR.3.5</li> </ul>	<b>Artistic Process: Presenting</b> Anchor Standard 4 - Select, analyze, and interpret artistic work for performance <ul style="list-style-type: none"> <li>● VA.PR.4.5</li> </ul> Anchor Standard 5- Develop and refine artistic work for presentation <ul style="list-style-type: none"> <li>● VA.PR.5.5</li> </ul> Anchor Standard 6- Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> <li>● VA.PR.6.5</li> </ul>	<b>Artistic Process: Responding</b> Anchor Standard 7 - Perceive and analyze artistic work <ul style="list-style-type: none"> <li>● VA.RE.7.5a</li> <li>● VA.RE.7.5b</li> </ul> Anchor Standard 5- Interpret intent and meaning in artistic work <ul style="list-style-type: none"> <li>● VA.RE.8.5</li> </ul> Anchor Standard 9- Apply criteria to evaluate artistic work <ul style="list-style-type: none"> <li>● VA.RE.9.5</li> </ul>	<b>Artistic Process: Connecting</b> Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> <li>● VA.CN.10.5</li> </ul> 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.11.5</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 Rhythm	Lesson 10	Unit on Unity	Lesson 19	Unit on Painting	Lesson 28	Unit on 3D
Lesson 2	Unit on Rhythm	Lesson 11	Unit on Unity	Lesson 20	Unit on Painting	Lesson 29	Unit on 3D
Lesson 3	Unit on Rhythm	Lesson 12	Unit on Unity	Lesson 21	Unit on Painting	Lesson 30	Unit on 3D
Lesson 4	Unit on Rhythm	Lesson 13	Unit on Drawing	Lesson 22	Unit on Painting	Lesson 31	Unit on Multimedia
Lesson 5	Unit on Rhythm	Lesson 14	Unit on Drawing	Lesson 23	Unit on Painting	Lesson 32	Unit on Multimedia
Lesson 6	Unit on Rhythm	Lesson 15	Unit on Drawing	Lesson 24	Unit on Painting	Lesson 33	Unit on Multimedia
Lesson 7	Unit on Unity	Lesson 16	Unit on Drawing	Lesson 25	Unit on 3D	Lesson 34	Unit on Multimedia
Lesson 8	Unit on Unity	Lesson 17	Unit on Drawing	Lesson 26	Unit on 3D	Lesson 35	Unit on Multimedia
Lesson 9	Unit on Unity	Lesson 18	Unit on Drawing	Lesson 27	Unit on 3D	Lesson 36	Unit on Multimedia

# End of Year Outcomes

GLENDAL ELEMNTARY SCHOOL DISTRICT
2016

## Art FIFTH GRADE

### End of Year Outcomes

#### CREATING: SKILLS

I can generate innovative ideas to create art through brainstorming.




I can identify and use diverse methods of artistic investigation to create an artwork.

I can demonstrate quality craftsmanship through care for and use of materials, tools and equipment.

I can describe and visually document places/objects of personal significance.

I can create an artist statement using art vocabulary to describe choices in my art-making.

#### I CAN NAME TYPES OF BALANCE AND USE THEM IN MY ARTWORK.

SYMMETRICAL ASYMMETRICAL RADIAL






#### Elements

Line  
Shape  
Color  
Value  
Form  
Texture  
Space

#### Principles

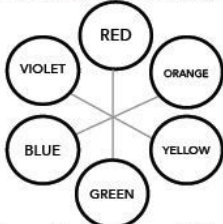
Balance  
Contrast  
Emphasis  
Movement  
Pattern  
Rhythm  
Unity

#### I CAN IDENTIFY AND EXPERIMENT WITH 3D FORMS.

Cube Cylinder Sphere Pyramid Cone

#### I CAN USE COLOR SCHEMES WHEN I CREATE ART.



**Monochromatic-** One hue, and tints, shades and tones of the same hue.

**Complementary colors-** Two opposite colors on the color wheel.

**Intermediate colors-** Red-orange, Red-violet, Blue-green, Blue-violet, Yellow-green, Yellow-Orange

Color + White= **TINT** Color + Black= **SHADE**

**Warm Colors-** Red, Orange, Yellow **Cool Colors-** Green, Blue, Violet

#### Vocabulary

Complementary  
Contrast  
Craftsmanship  
Critical thinking  
Critique  
Culture  
Hues  
Intensity  
Monochrome  
Movement  
Perspective  
Point of View  
Principles  
Proportion  
Research  
Sketch  
Symbol  
Tone  
Value

#### Suggested Art Movements

Cubism  
Impressionism  
Surrealism

#### CONNECTING

I can identify how art is used to inform or change beliefs, values or behaviors of an individual or society.

#### RESPONDING

I can use art vocabulary to compare and contrast art from different cultures.

I can analyze cultural imagery.

I can evaluate works of art depending on styles, genres and media.

#### PRESENTING

I can explain how an art display provides information about a concept or topic.

## Links to Instructional Resources:

### Principles

- Rhythm
  -
- Unity
  -

### Mediums

- Drawing
  -
- Painting
  -
- 3D
  - [Radial Origami](#)
  - [Toothpick Sculpture](#)
- Multimedia
  - [String Art](#)

### Suggested Art Movements

- Cubism
- Impressionism
- Surrealism

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.				
● VA.CR.1.5a	a. Combine ideas to generate an innovative idea for art-making.	Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. 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?		
● VA.CR.1.5b	b. Identify and demonstrate diverse methods of artistic investigation (such as researching subject matter, techniques, the work of other artists, etc.) to choose an approach for beginning a work of art.	Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. 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?		
Anchor Standard #2 - Organize and develop artistic ideas and work				
● VA.CR.2.5a	a. Develop skills in multiple art-making techniques and experiment with approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, etc.) through practice.	Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches 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?		
● VA.CR.2.5b	b. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	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?		
<ul style="list-style-type: none"> <li>VA.CR.2.5c</li> </ul>	c. Describe and visually document places and/or objects of personal significance.	<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.3.5</li> </ul>	Create an artist statement using art vocabulary to describe personal choices in art-making.	<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>		
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
<ul style="list-style-type: none"> <li>VA.PR.4.5</li> </ul>	Define the roles and responsibilities of museum professionals (such as museum educator, curator, security guard, conservator, docent, exhibition designer, etc.); explain the skills and knowledge needed in maintaining and presenting 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> <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?</p>		
Anchor Standard #5 - Develop and refine artistic work for presentation				
<ul style="list-style-type: none"> <li>VA.PR.5.5</li> </ul>	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (such as	<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</p>		

	debating or writing about the care and transportation of personal artwork, care of family heirlooms, unprotected Native American petroglyphs, etc.).	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				
● VA.PR.6.5	Cite evidence about how an exhibition in a museum or other venue (such as school lobby, bulletin board, local business, etc.) presents ideas and provides information about a specific concept or topic.	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				
● VA.RE.7.5a	a. Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made.	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?		
● VA.RE.7.5b	b. Identify and analyze cultural associations suggested by visual imagery (such as the skulls and skeletons used in Day of the Dead festivals, dancing dragons used in Chinese New Year celebrations, broken chain as symbol of freedom, 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?		
Anchor Standard #8 - Interpret intent and meaning in artistic work				

• VA.RE.8.5	Distinguish between relevant and non-relevant contextual information (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork.	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				
• VA.RE.9.5	Recognize differences in criteria used to evaluate works of art depending on styles (such as Cubist, Anasazi, Harlem Renaissance, etc.), genres (such as portrait, still life, landscape, etc.), and media.	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?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• VA.CN.10.5	Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.	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?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• VA.CN.11.5	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (such as how religious art can illustrate a groups' beliefs, how community murals can reflect concerns of the neighborhood, how an advertising image can be persuasive, etc.).	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?		

# Visual Art Pacing Guide

## Sixth 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> .	
<b>Artistic Process: Creating</b> Anchor Standard 1 - Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.1.6a</li> <li>● VA.CR.1.6b</li> </ul> Anchor Standard 2 - Organize and develop artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.2.6a</li> <li>● VA.CR.2.6b</li> <li>● VA.CR.2.6c</li> </ul> Anchor Standard 3 Refine and complete artistic work <ul style="list-style-type: none"> <li>● VA.CR.3.6</li> </ul>	<b>Artistic Process: Presenting</b> Anchor Standard 4 - Select, analyze, and interpret artistic work for performance <ul style="list-style-type: none"> <li>● VA.PR.4.6</li> </ul> Anchor Standard 5- Develop and refine artistic work for presentation <ul style="list-style-type: none"> <li>● VA.PR.5.6</li> </ul> Anchor Standard 6- Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> <li>● VA.PR.6.6</li> </ul>	<b>Artistic Process: Responding</b> Anchor Standard 7 - Perceive and analyze artistic work <ul style="list-style-type: none"> <li>● VA.RE.7.6a</li> <li>● VA.RE.7.6b</li> </ul> Anchor Standard 5- Interpret intent and meaning in artistic work <ul style="list-style-type: none"> <li>● VA.RE.8.6</li> </ul> Anchor Standard 9- Apply criteria to evaluate artistic work <ul style="list-style-type: none"> <li>● VA.RE.9.6</li> </ul>	<b>Artistic Process: Connecting</b> Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> <li>● VA.CN.10.6</li> </ul> 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.11.6</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 Drawing	Lesson 10	Unit on Painting	Lesson 19	Unit on 3D	Lesson 28	Unit on Multimedia
Lesson 2	Unit on Drawing	Lesson 11	Unit on Painting	Lesson 20	Unit on 3D	Lesson 29	Unit on Multimedia
Lesson 3	Unit on Drawing	Lesson 12	Unit on Painting	Lesson 21	Unit on 3D	Lesson 30	Unit on Multimedia
Lesson 4	Unit on Drawing	Lesson 13	Unit on Painting	Lesson 22	Unit on 3D	Lesson 31	Unit on Multimedia
Lesson 5	Unit on Drawing	Lesson 14	Unit on Painting	Lesson 23	Unit on 3D	Lesson 32	Unit on Multimedia
Lesson 6	Unit on Drawing	Lesson 15	Unit on Painting	Lesson 24	Unit on 3D	Lesson 33	Unit on Multimedia
Lesson 7	Unit on Drawing	Lesson 16	Unit on Painting	Lesson 25	Unit on 3D	Lesson 34	Unit on Multimedia
Lesson 8	Unit on Drawing	Lesson 17	Unit on Painting	Lesson 26	Unit on 3D	Lesson 35	Unit on Multimedia
Lesson 9	Unit on Drawing	Lesson 18	Unit on Painting	Lesson 27	Unit on 3D	Lesson 36	Unit on Multimedia

# End of Year Outcomes

GLENDALE ELEMENTARY SCHOOL DISTRICT 2017

## Art SIXTH GRADE

End of Year Outcomes

**CREATING: SKILLS**

I can collaboratively generate innovative ideas to create art.


I can try new ideas, materials, methods and approaches.

I can explain craftsmanship and care of materials, tools and equipment.

I can design or redesign objects/ places that meet the need of diverse users.

I can reflect if personal artwork conveys intended meaning, and revise.

**I CAN NAME TYPES OF BALANCE AND USE THEM IN MY ARTWORK.**



SYMMETRICAL ASYMMETRICAL RADIAL

**Elements**

Line  
Shape  
Color  
Value  
Form  
Texture  
Space


**Principles**

Balance  
Contrast  
Emphasis  
Movement  
Pattern  
Rhythm  
Unity

**PRESENTING**

I can assess, explain and provide evidence of how art displays reflect history and values.

**I CAN IDENTIFY AND DRAW 3D FORMS.**



Cube Cylinder, Sphere, Pyramid Cone

**I can use overlapping to create depth.**

**Vocabulary**

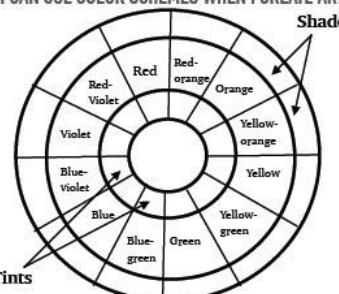
Asymmetry  
Color theory  
Contour  
Converging  
Craftsmanship  
Critical thinking  
Critique  
Focal point  
Gesture  
Horizon line  
Hues  
Intensity  
One-point-perspective  
Parallel  
Perpendicular  
Perspective  
Proportion  
Radial  
Rhythm  
Silhouette  
Symmetry  
Tone  
Unity  
Vanishing point

**RESPONDING**

I can use learned art vocabulary to identify how artworks/ artifacts made diverse cultures show the lives and values of people.

I can interpret or analyze art using various art approaches.

**I CAN USE COLOR SCHEMES WHEN I CREATE ART.**



**Color schemes:** Warm, Cool, Neutral, Monochromatic, Complementary

Color + White = **TINT** Color + Black = **SHADE**

**Intensity:** The brightness or dullness of a color.

**Value:** The lightness or darkness of a color.

**Art Movements**

Cubism  
Impressionism  
Surrealism  
Pointillism

**CONNECTING**

I can create artwork that reflects a current interest or concern.

## Links to Instructional Resources:

[Compiled Unit Ideas \(2016 Overview\)](#)

## Elements

- Drawing
  - [Zentangle](#)
- Painting
  -
- 3D
  - [3D Modular Origami Lesson Plan](#)
- Multimedia
  - [Photo String Art](#)
- Optional
  - [Photography Forced Perspective](#)

## Suggested Art Movements

- Cubism
- Impressionism
- Surrealism
- Pointillism

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.				
● VA.CR.1.6a	a. Combine concepts collaboratively to generate innovative ideas for creating art.	Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. 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?		
● VA.CR.1.6b	b. Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas).	Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. 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?		
Anchor Standard #2 - Organize and develop artistic ideas and work				
● VA.CR.2.6a	a. Demonstrate openness in trying new ideas, materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in making works of art and design.	Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches 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?		
● VA.CR.2.6b	b. Explain standards of craftsmanship, environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	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?		
<ul style="list-style-type: none"> <li>VA.CR.2.6c</li> </ul>	c. Design or redesign objects or places (such as eating utensils, vending machines, wheelchair-friendly nature trails, etc.) that meet the identified needs of diverse users.	<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.3.6</li> </ul>	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	<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>		
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
<ul style="list-style-type: none"> <li>VA.PR.4.6</li> </ul>	Analyze similarities and differences associated with presenting two-dimensional, three-dimensional, and digital artwork (such as hanging on wall, placing on pedestal, lighting, video display monitor, space to walk around a sculpture, etc.).	<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> <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?</p>		
Anchor Standard #5 - Develop and refine artistic work for presentation				
<ul style="list-style-type: none"> <li>VA.PR.5.6</li> </ul>	Individually or collaboratively, develop a visual plan (such as a mock gallery in a box, floor plan,	Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for		

	etc.) for displaying works of art (such as analyzing exhibit space, identifying the needs of the viewer, planning for the security and protection of the artwork, etc.).	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				
● VA.PR.6.6	Assess, explain, and provide evidence of how museums or other venues (such as school lobbies, bulletin boards, local businesses, etc.) reflect history and values of a community.	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				
● VA.RE.7.6a	a. Use art-specific vocabulary to identify how artworks/artifacts made in different cultures reveal the lives and values of the people living at that time and place.	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?		
● VA.RE.7.6b	b. Analyze ways that visual characteristics and cultural associations suggested by images influence ideas, emotions, and actions (such as white associated with Western weddings and with mourning in some Asian cultures).	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.8.6</li> </ul>	<p>Interpret art by analyzing elements and principles in modern art or visual characteristics of diverse cultures, and other visual characteristics, contextual information (such as the artist's life and times), subject matter, and use of media to identify ideas and mood conveyed.</p>	<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>		
Anchor Standard #9 - Apply criteria to evaluate artistic work				
<ul style="list-style-type: none"> <li>VA.RE.9.6</li> </ul>	<p>Develop and apply relevant historical and cultural criteria (such as the canon of proportions for ancient Greek art, use of space in Chinese scroll painting, etc.) to evaluate a work of art.</p>	<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.10.6</li> </ul>	<p>Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p>	<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.11.6</li> </ul>	<p>Analyze how art reflects changing times, traditions, resources, and cultural uses (such as a comparison of an Egyptian tomb fresco, the Mayan mural at Bonampak, or Arizona's Robert McCall's space murals).</p>	<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>		

# Visual Art Pacing Guide

## Seventh 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> .	
<b>Artistic Process: Creating</b> Anchor Standard 1 - Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.1.7a</li> <li>● VA.CR.1.7b</li> </ul> Anchor Standard 2 - Organize and develop artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.2.7a</li> <li>● VA.CR.2.7b</li> <li>● VA.CR.2.7c</li> </ul> Anchor Standard 3 Refine and complete artistic work <ul style="list-style-type: none"> <li>● VA.CR.3.7</li> </ul>	<b>Artistic Process: Presenting</b> Anchor Standard 4 - Select, analyze, and interpret artistic work for performance <ul style="list-style-type: none"> <li>● VA.PR.4.7</li> </ul> Anchor Standard 5- Develop and refine artistic work for presentation <ul style="list-style-type: none"> <li>● VA.PR.5.7</li> </ul> Anchor Standard 6- Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> <li>● VA.PR.6.7</li> </ul>	<b>Artistic Process: Responding</b> Anchor Standard 7 - Perceive and analyze artistic work <ul style="list-style-type: none"> <li>● VA.RE.7.7a</li> <li>● VA.RE.7.7b</li> </ul> Anchor Standard 5- Interpret intent and meaning in artistic work <ul style="list-style-type: none"> <li>● VA.RE.8.7</li> </ul> Anchor Standard 9- Apply criteria to evaluate artistic work <ul style="list-style-type: none"> <li>● VA.RE.9.7</li> </ul>	<b>Artistic Process: Connecting</b> Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> <li>● VA.CN.10.7</li> </ul> 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.11.7</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 Drawing	Lesson 10	Unit on Painting	Lesson 19	Unit on 3D	Lesson 28	Unit on Multimedia
Lesson 2	Unit on Drawing	Lesson 11	Unit on Painting	Lesson 20	Unit on 3D	Lesson 29	Unit on Multimedia
Lesson 3	Unit on Drawing	Lesson 12	Unit on Painting	Lesson 21	Unit on 3D	Lesson 30	Unit on Printmaking
Lesson 4	Unit on Drawing	Lesson 13	Unit on Painting	Lesson 22	Unit on 3D	Lesson 31	Unit on Printmaking
Lesson 5	Unit on Drawing	Lesson 14	Unit on Painting	Lesson 23	Unit on Multimedia	Lesson 32	Unit on Printmaking
Lesson 6	Unit on Drawing	Lesson 15	Unit on Painting	Lesson 24	Unit on Multimedia	Lesson 33	Unit on Printmaking
Lesson 7	Unit on Drawing	Lesson 16	Unit on 3D	Lesson 25	Unit on Multimedia	Lesson 34	Unit on Printmaking
Lesson 8	Unit on Drawing	Lesson 17	Unit on 3D	Lesson 26	Unit on Multimedia	Lesson 35	Unit on Printmaking
Lesson 9	Unit on Painting	Lesson 18	Unit on 3D	Lesson 27	Unit on Multimedia	Lesson 36	Unit on Printmaking

# End of Year Outcomes

GLENDALE ELEMENTARY SCHOOL DISTRICT
2017

## Art SEVENTH GRADE

### End of Year Outcomes

#### CREATING: SKILLS

I can apply strategy to overcome creative blocks.

I can develop criteria to create art.

I can be persistent in developing skills with materials, methods and approaches.

I can apply standards of craftsmanship with tools, materials and processes.

I can reflect/explain about personal artwork in an artist statement.

#### 3D TECHNIQUES

Illusion of depth: size, placement, overlapping

Perspective: Linear, One-point

Balacne: Symmetrical, Asymmetrical, Radial

Proportion: Face and whole body

#### Elements

Line  
Shape  
Color  
Value  
Form  
Texture  
Space


#### Principles

Balance  
Contrast  
Emphasis  
Movement  
Pattern  
Rhythm  
Unity

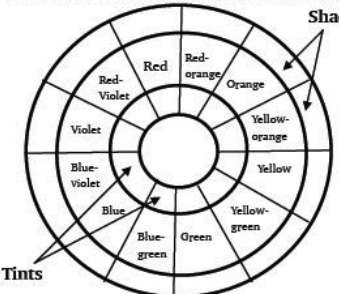
#### I CAN USE DRAWING TECHNIQUES TO CREATE HIGHLIGHTS & SHADOWS IN MY ARTWORK.

- Blending/Shading
- Hatching
- Stippling
- Crosshatching

Light Source



#### I CAN USE COLOR SCHEMES WHEN I CREATE ART.



**Color schemes:** Warm, Cool, Neutral, Monochromatic, Complementary, Analogous

Color + White= **TINT** Color + Black= **SHADE**  
Color+ Gray= **TONE**

**Intensity:** The brightness or dullness of a color.

**Value:** The lightness or darkness of a color.

#### Vocabulary

Analogous  
Analyze  
Architecture  
Color Theory  
Context  
Contour  
Critique  
Crosshatching  
Describe  
Gesture  
Hatching  
Hues  
Interpret  
Linear  
Media  
Medium  
Perspective  
Silhouette  
Stippling  
Tone  
Triadic

#### Art Movements

Pop Art  
Abstraction  
Street Art

#### PRESENTING

I can based on criteria analyze and evaluate methods for artwork displays.

#### RESPONDING

I can analyze ways that images influence specific audiences.

I can use evidence to support and interpretation of mood, message or meaning of artwork.

#### CONNECTING

I can analyze how a response to art is influenced by understanding the time and place it was created.

## Links to Instructional Resources:

### Mediums

- Drawing
  - [Interpreting Art and Creating Criteria](#)
- Painting
  -
- 3D
  - [Wire Sculpture](#)
- Multimedia
  -
- Printmaking
  - [Screen Printing](#)
- Optional (Fibers/Digital)
  - [Fiber Needlepoint](#)
  - [Levitation Photography](#)

### Suggested Art Movements

- POP Art
- Abstraction
- Street Art

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.				
● VA.CR.1.7a	a. Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates' work, etc.).	Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. 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?		
● VA.CR.1.7b	b. Develop criteria (such as identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.	Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. 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?		
Anchor Standard #2 - Organize and develop artistic ideas and work				
● VA.CR.2.7a	a. Demonstrate persistence in developing skills with various materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in creating works of art or design.	Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches 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?		
● VA.CR.2.7b	a. Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility	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		

	to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	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?		
• VA.CR.2.7c	c. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	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?		
Anchor Standard #3 - Refine and complete artistic work				
• VA.CR.3.7	Reflect on and explain important information about personal artwork in an artist statement or another format (such as essay, story, or poem).	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?		
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
• VA.PR.4.7	Compare how technologies have changed the way artwork is presented and experienced (such as audio tours, interactive screens, digital projections, virtual tours, etc.).	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				
• VA.PR.5.7	Based on criteria (such as visual similarities, media, unity of subject	Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving		

	matter, etc.) analyze and evaluate methods for preparing and presenting artworks in an exhibition (such as a collection of postcard reproductions, student artwork, objects of visual culture, etc.).	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				
• VA.PR.6.7	Analyze how preservation and security measures can affect viewing and experiencing art.	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				
• VA.RE.7.7a	a. Explain how the location of artworks/artifacts (such as katsinas in museums or in ceremonial sites) influence how they are perceived and valued.	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?		
• VA.RE.7.7b	b. Analyze multiple ways that images influence specific audiences (flags at the opening ceremony of the Olympic Games, athletic logos at sporting events, costumes at a sci-fi convention, 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?		

Anchor Standard #8 - Interpret intent and meaning in artistic work				
● VA.RE.8.7	Cite specific evidence from an artwork (such as subject matter, media, elements and principles of modern art, artistic norms of diverse cultures, social issues in contemporary art, etc.) and relevant evidence from the context (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork.	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				
● VA.RE.9.7	Compare and explain the difference between an evaluation of an artwork based on articulated personal criteria and an evaluation of an artwork based on a set of criteria established by art specialists (curators, art historians, critics, reviewers, and other artists).	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?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
● VA.CN.10.7	Make art inspired by community art and/or by art made by local artists.	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?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
● VA.CN.11.7	Analyze how response to art is influenced by understanding the	Enduring Understanding: People develop ideas and understandings of society, culture, and history through their		

	time and place in which it was created, the available resources, (such as American folk portraits made for everyday people prior to the invention of the photographic process, or Stonehenge being built with massive stones from far away) and cultural uses (such as expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries, etc.).	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

## Eighth 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> .	
<b>Artistic Process: Creating</b> Anchor Standard 1 - Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.1.8a</li> <li>● VA.CR.1.8b</li> </ul> Anchor Standard 2 - Organize and develop artistic ideas and work <ul style="list-style-type: none"> <li>● VA.CR.2.8a</li> <li>● VA.CR.2.8b</li> <li>● VA.CR.2.8c</li> </ul> Anchor Standard 3 Refine and complete artistic work <ul style="list-style-type: none"> <li>● VA.CR.3.8</li> </ul>	<b>Artistic Process: Presenting</b> Anchor Standard 4 - Select, analyze, and interpret artistic work for performance <ul style="list-style-type: none"> <li>● VA.PR.4.8</li> </ul> Anchor Standard 5- Develop and refine artistic work for presentation <ul style="list-style-type: none"> <li>● VA.PR.5.8</li> </ul> Anchor Standard 6- Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> <li>● VA.PR.6.8</li> </ul>	<b>Artistic Process: Responding</b> Anchor Standard 7 - Perceive and analyze artistic work <ul style="list-style-type: none"> <li>● VA.RE.7.8a</li> <li>● VA.RE.7.8b</li> </ul> Anchor Standard 5- Interpret intent and meaning in artistic work <ul style="list-style-type: none"> <li>● VA.RE.8.8</li> </ul> Anchor Standard 9- Apply criteria to evaluate artistic work <ul style="list-style-type: none"> <li>● VA.RE.9.8</li> </ul>	<b>Artistic Process: Connecting</b> Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> <li>● VA.CN.10.8</li> </ul> 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.11.8</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*


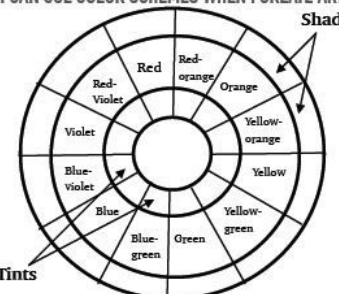
Lesson 1	Unit on Drawing	Lesson 10	Unit on Painting	Lesson 19	Unit on 3D	Lesson 28	Unit on Multimedia
Lesson 2	Unit on Drawing	Lesson 11	Unit on Painting	Lesson 20	Unit on 3D	Lesson 29	Unit on Multimedia
Lesson 3	Unit on Drawing	Lesson 12	Unit on Painting	Lesson 21	Unit on 3D	Lesson 30	Unit on Printmaking
Lesson 4	Unit on Drawing	Lesson 13	Unit on Painting	Lesson 22	Unit on 3D	Lesson 31	Unit on Printmaking
Lesson 5	Unit on Drawing	Lesson 14	Unit on Painting	Lesson 23	Unit on Multimedia	Lesson 32	Unit on Printmaking
Lesson 6	Unit on Drawing	Lesson 15	Unit on Painting	Lesson 24	Unit on Multimedia	Lesson 33	Unit on Printmaking
Lesson 7	Unit on Drawing	Lesson 16	Unit on 3D	Lesson 25	Unit on Multimedia	Lesson 34	Unit on Printmaking
Lesson 8	Unit on Drawing	Lesson 17	Unit on 3D	Lesson 26	Unit on Multimedia	Lesson 35	Unit on Printmaking
Lesson 9	Unit on Painting	Lesson 18	Unit on 3D	Lesson 27	Unit on Multimedia	Lesson 36	Unit on Printmaking

# End of Year Outcomes

GLENDALE ELEMENTARY SCHOOL DISTRICT 2017

## Art EIGHTH GRADE

End of Year Outcomes

<p><b>CREATING: SKILLS</b></p> <p>I can document the creative process.</p> <p>I can take risks to pursue ideas, themes, meanings and approaches to create art.</p> <p>I can use tools, materials, and processes to purposefully and demonstrate awareness of practices, issues and ethics.</p> <p>I can apply criteria to examine, reflect and plan revision for a work of art.</p>	<p><b>3D TECHNIQUES</b></p> <p>Illusion of depth: size, placement, overlapping</p> <p>Perspective: Linear, One-point</p> <p>Balacne: Symmetrical, Asymmetrical, Radial</p> <p>Proportion: Face and whole body</p>	<p><u>Elements</u></p> <p>Line Shape Color Value Form Texture Space</p>	<p><u>Principles</u></p> <p>Balance Contrast Emphasis Movement Pattern Rhythm Unity</p>
<p><b>PRESENTING</b></p> <p>I can develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><b>I CAN USE DRAWING TECHNIQUES TO CREATE HIGHLIGHTS &amp; SHADOWS IN MY ARTWORK.</b></p> <ul style="list-style-type: none"> <li>• Blending/Shading</li> <li>• Hatching</li> <li>• Stippling</li> <li>• Crosshatching</li> </ul> <p style="text-align: right;">Light Source </p>	<p><u>Vocabulary</u></p> <p>Analogous Analyze Architecture Color Theory Context Contour Critique Crosshatching Describe Gesture Hatching Hues Interpret Linear Media Medium Perspective Silhouette Stippling Tone Triadic</p>	
<p><b>RESPONDING</b></p> <p>I can explain how artists' choices of visual characteristics are influenced by their culture and environment.</p> <p>I can compare and contrast contexts of images that influence ideas, emotions and actions.</p>	<p><b>I CAN USE COLOR SCHEMES WHEN I CREATE ART.</b></p>  <p><b>Color schemes:</b> Warm, Cool, Neutral, Monochromatic, Complementary, Analogous</p> <p>Color + White= <b>TINT</b> Color + Black= <b>SHADE</b> Color+ Gray= <b>TONE</b></p> <p><b>Intensity:</b> The brightness or dullness of a color.</p> <p><b>Value:</b> The lightness or darkness of a color.</p>	<p><u>Art Movements</u></p> <p>Modern Art</p>	
<p><b>CONNECTING</b></p> <p>I can distinguish different ways art is used to represent, establish, reinforce and reflect group identity.</p>			

## Links to Instructional Resources:

- [Art that Influences People Unit \(2016 Overview\)](#)

## Mediums

- Drawing
  - [Lyrical silhouettes Unit and Lesson Plan](#)
- Painting
  - [Manet's Flowers Water Color Unit and Lesson Plan](#)
- 3D
  - [3D Construction Unit \(2016 Overview\)](#)
  - [Altered Books](#)
  - [Floral Foam Sculpture](#)
- Multimedia
- Printmaking
  - [Block Printing](#)
- Optional (Fibers/Digital)
  - [Weaving Unit \(2016 Overview\)](#)
  - [Photography Cloning](#)
  - [Fiber Weaving](#)

## Suggested Art Movements

- Modern Art

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.				
● VA.CR.1.8a	a. Document early stages of the creative process with images or words in traditional or new media (such as a sketchbook/journal, digital recordkeeping, etc.).	Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. 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?		
● VA.CR.1.8b	b. Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.	Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. 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?		
Anchor Standard #2 - Organize and develop artistic ideas and work				
● VA.CR.2.8a	a. Take risks to pursue ideas, themes, meanings, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) that emerge in the process of art making or designing.	Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches 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?		
● VA.CR.2.8b	b. Use tools, materials, and processes purposefully and demonstrate awareness of practices, issues, and ethics of	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		

	appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of art and design.	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?		
• VA.CR.2.8c	c. Select, organize, and design images and words to make visually clear and compelling presentations.	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?		
Anchor Standard #3 - Refine and complete artistic work				
• VA.CR.3.8	Apply relevant criteria (such as craftsmanship, originality, well-organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.	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?		
Artistic Process - Presenting				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
• VA.PR.4.8	Develop and apply criteria for evaluating a collection of artwork for presentation (such as grouping strategies, consideration of eye level, measuring, etc.).	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				
• VA.PR.5.8	Collaboratively prepare and present selected theme-based	Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving		

	(such as joy, celebration, protest, environment, etc.) artwork for display, and formulate exhibition narratives (such as text panel, video introduction, docent talk, etc.) for the viewer.	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.6.8</li> </ul>	Analyze how the choice of what art or design to preserve reflects the values of the community.	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.7.8a</li> </ul>	a. Explain how artists' choices of visual characteristics (such as elements and principles in Western art or other culture's visual traditions) are influenced by the culture and environment in which they live.	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.7.8b</li> </ul>	b. Compare and contrast contexts (such as video games, music concerts, pow wows, etc.) in which viewers encounter images that influence ideas, emotions, and actions.	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				

• VA.RE.8.8	Create a convincing and logical argument to support an evaluation of art by citing both evidence visible in the artwork (a primary source) and published verbal information (either primary or secondary source(s)) about the artwork or about the artist who made it.	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				
• VA.RE.9.8	Create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources.	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?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• VA.CN.10.8	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	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?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• VA.CN.11.8	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (such as examining the art related to musical groups, international costumes, sports teams, special-interest clubs, etc.).	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.

**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</b> <b>Recall and Reproduction</b> Having the knowledge required; do not need to "figure it out"	<b>DOK Level 2</b> <b>Connect or Apply Skills &amp; Concepts</b> Making connections among skills/concepts or decisions (e.g., about approach, tools)	<b>DOK Level 3</b> <b>Strategic Thinking/Abstract Reasoning</b> Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	<b>DOK Level 4</b> <b>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

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.	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.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
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.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

### 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.