

# Visual Arts K-12 | VA

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Enduring Understandings</b> Creativity and innovative thinking are essential life skills that can be developed.	
<b>Essential Questions</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration influence the creative process?	
<b>Standard VA.Cr1.A</b>	
Grade Level	Standards
K	<b>K.VA.Cr1.A</b> Explore and experiment imaginatively with ideas and materials.
1	<b>1.VA.Cr1.A</b> Explore and experiment imaginatively with ideas and materials through collaboration.
2	<b>2.VA.Cr1.A</b> Brainstorm collaboratively multiple approaches to an art or design problem.
3	<b>3.VA.Cr1.A</b> Elaborate on an imaginative idea.
4	<b>4.VA.Cr1.A</b> Brainstorm original approaches to an art or design problem.
5	<b>5.VA.Cr1.A</b> Combine ideas to generate an innovative plan for art-making.
6	<b>6.VA.Cr1.A</b> Combine concepts collaboratively to generate innovative ideas for creating art.
7	<b>7.VA.Cr1.A</b> Apply formal and informal methods to overcome creative blocks.

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

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work.	
<b>Enduring Understandings</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	
<b>Essential Questions</b> How does knowing the contexts histories and traditions of artforms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	
<b>Standard VA.Cr1.B</b>	
Grade Level	Standards
K	<b>K.VA.Cr1.B</b> Collaborate in creative art-making in response to an artistic problem.
1	<b>1.VA.Cr1.B</b> Use observation and investigation in preparation for making a work of art.
2	<b>2.VA.Cr1.B</b> Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.
3	<b>3.VA.Cr1.B</b> Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

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

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Enduring Understandings

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

### Essential Questions

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

### Standard VA.Cr2.A

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

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

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

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

# DOMAIN: Create

## Foundation Cr2

Organize and develop artistic ideas and work

## Enduring Understandings

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

## Essential Questions

How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

## Standard VA.Cr2.C

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

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

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Enduring Understandings</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	
<b>Essential Questions</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work construct a more complete experience?	
<b>Standard VA.Cr3.A</b>	
Grade Level	Standards
K	<b>K.VA.Cr3.A</b> Explain the process of making art while creating.
1	<b>1.VA.Cr3.A</b> Use art vocabulary to describe choices while creating art.
2	<b>2.VA.Cr3.A</b> Discuss and reflect with peers about choices made in creating artwork.
3	<b>3.VA.Cr3.A</b> Add details to an artwork to enhance emerging meaning.
4	<b>4.VA.Cr3.A</b> Revise artwork in progress on the basis of insights gained through peer critique.



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

<b>DOMAIN: Present</b>	
<b>Foundation P1</b>	
Select, analyze, and interpret artistic work for presentation.	
<b>Enduring Understandings</b>	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	
<b>Essential Questions</b>	
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?	
<b>Standard VA.P1.A</b>	
Grade Level	Standards
K	<b>K.VA.P1.A</b> Select art objects for personal portfolio and display, explaining why they were chosen.

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

## DOMAIN: Present

### Foundation P2

Develop and refine artistic techniques and work for presentation.

### Enduring Understandings

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

### Essential Questions

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

### Standard VA.P2.A

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

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

<b>DOMAIN: Present</b>	
<b>Foundation P3</b> Convey and express meaning through the presentation of artistic work.	
<b>Enduring Understandings</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.	
<b>Essential Questions</b> 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?	
<b>Standard VA.P3.A</b>	
Grade Level	Standards
K	<b>K.VA.P3.A</b> Explain the function of an art museum, and distinguish how an art museum is different from other buildings and presentation spaces.
1	<b>1.VA.P3.A</b> Identify the roles and responsibilities of people who work in and visit traditional and emerging presentation spaces.
2	<b>2.VA.P3.A</b> Analyze how art exhibited in traditional and emerging presentation spaces contributes to communities.
3	<b>3.VA.P3.A</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art.

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

## DOMAIN: Respond

### Foundation R1

Perceive and analyze artistic work.

### Enduring Understandings

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

### Essential Questions

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

### Standard VA.R1.A

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

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

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

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



## DOMAIN: Respond

### Foundation: R2

Interpret intent and meaning in artistic work.

### Enduring Understandings

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

### Essential Questions

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

### Standard VA.R2.A

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

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

<b>DOMAIN: Respond</b>	
<b>Foundation R3</b> Apply criteria to evaluate artistic work.	
<b>Enduring Understandings</b> People evaluate art based on various criteria.	
<b>Essential Questions</b> What is the value of engaging in the process of art criticism? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
<b>Standard VA.R3.A</b>	
Grade Level	Standards
<b>K</b>	<b>K.VA.R3.A</b> Explain reasons for selecting a preferred artwork.
<b>1</b>	<b>1.VA.R3.A</b> Classify artwork based on different reasons for preferences.
<b>2</b>	<b>2.VA.R3.A</b> Use art vocabulary to express preferences about artwork.
<b>3</b>	<b>3.VA.R3.A</b> Evaluate an artwork based on given criteria.

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

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Enduring Understandings

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

### Essential Questions

How does engaging in the creation of art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

### Standard VA.Cn1.A

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

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

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

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