New York State Learning Standards for the Visual Arts

At-A-Glance Standards
New York State Learning Standards for the Visual Arts

Together we • Create • Perform • Respond • Connect

At-A-Glance Standards
NYS Learning Standards for the Arts
Revision Committee

VISUAL ARTS

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NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters
DA = Dance  MA = Media Arts  MU = Music  TH = Theatre  VA = Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter
Cr = Creating  Pr = Performing/Producing  Re = Responding  Cn = Connecting

Each anchor standard is assigned a number
Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Producing
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ",2", like this: 1.1, 1.2, "1" follows the AS number even when there is only one Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral
PK=Pre-Kindergarten  K=Kindergarten  1,2,3,4,5,6,7,8 for grades 1–8
HSI for HS Proficient  HSI for HS Accomplished  HSI for HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter even when there is only one. The first performance indicator is "a", the next "b", and so on.

Ordering
First position indicates the discipline. It is always followed by a colon (:).
Second position (following the colon) indicates the Artistic Process.
Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by ",".
Fourth position indicates the Grade Level.
Fifth position indicates the Performance Indicator.

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Visual Arts Example

Example Performance Indicator

Example Code

Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Methods for evaluating the performance of visual artists are outlined in the NYS Arts Standards Glossary (separate publication).

Visual Arts Example
### VISUAL ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 1

**Anchor Standard 1** Generate and conceptualize artistic ideas and work.

| Enduring Understanding | Essential Questions | Artistic Process
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K VA:Cr1.1.PK</td>
<td>Creativity and innovative thinking are essential life skills that can be developed.</td>
<td>• Generating new and imaginative ideas through exploration and investigation.</td>
</tr>
<tr>
<td>Kindergarten VA:Cr1.1.K</td>
<td>a. Engage in self-directed imaginative play with materials.</td>
<td>• Creating and developing plans for creating art and design that can affect social change.</td>
</tr>
<tr>
<td>1st VA:Cr1.1.1</td>
<td>a. Engage in exploration and imaginative play with materials.</td>
<td>• Formulate, individually or collaboratively, new creative problems, based on student’s existing artwork.</td>
</tr>
<tr>
<td>2nd VA:Cr1.1.2</td>
<td>a. Collaboratively brainstorm multiple artmaking approaches to an art or design problem.</td>
<td>• Use multiple artmaking approaches to begin creative endeavors.</td>
</tr>
<tr>
<td>3rd VA:Cr1.1.3</td>
<td>a. Elaborate on a selected imaginative idea.</td>
<td>• Choose a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</td>
</tr>
<tr>
<td>4th VA:Cr1.1.4</td>
<td>a. Brainstorm multiple artmaking approaches to a creative art or design problem.</td>
<td>• Select a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.</td>
</tr>
<tr>
<td>5th VA:Cr1.1.5</td>
<td>a. Combine ideas to generate innovative artmaking.</td>
<td>• Hypothesize to generate ideas and plans for creating art and design that can affect social change.</td>
</tr>
<tr>
<td>6th VA:Cr1.1.6</td>
<td>a. Collaboratively exchange concepts and different points of view to generate innovative ideas for creating art.</td>
<td>• Formulate, individually or collaboratively, new creative problems, based on student’s existing artwork.</td>
</tr>
<tr>
<td>7th VA:Cr1.1.7</td>
<td>a. Apply strategies to overcome creative blocks.</td>
<td>• Use multiple artmaking approaches to begin creative endeavors.</td>
</tr>
<tr>
<td>8th VA:Cr1.1.8</td>
<td>a. Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change.</td>
<td>• Choose a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</td>
</tr>
</tbody>
</table>

**Enduring Understanding 1.2** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

| Pre-K VA:Cr1.2.PK | a. Engage in self-directed, creative making. | • Generating new and imaginative ideas through exploration and investigation. |
| Kindergarten VA:Cr1.2.K | a. Engage collaboratively in creative artmaking in response to an artistic problem. | • Creating and developing plans for creating art and design that can affect social change. |
| 1st VA:Cr1.2.1 | a. Use observation and exploration in preparation for making a work of art. | • Formulate, individually or collaboratively, new creative problems, based on student’s existing artwork. |
| 2nd VA:Cr1.2.2 | a. Create art or design with various materials and tools to explore personal interests, questions, and curiosity. | • Choose a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |
| 3rd VA:Cr1.2.3 | a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. | • Choose a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |
| 4th VA:Cr1.2.4 | a. Work individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers. | • Choose a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |
| 5th VA:Cr1.2.5 | a. Identify and demonstrate diverse strategies for artistic investigation to choose an approach for beginning a work of art. | • Choose a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |
| 6th VA:Cr1.2.6 | a. Use brainstorming to formulate an artistic investigation of personally relevant content for creating art. | • Choose a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |
| 7th VA:Cr1.2.7 | a. Develop criteria to guide making a work of art or design to meet an identified goal. | • Choose a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |
| 8th VA:Cr1.2.8 | a. Collaboratively shape an artistic investigation of an aspect of present day life by using a contemporary practice of art and design. | • Choose a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |

**Note:** throughout the 11 NYS Visual Arts Standards, the terms **art, artwork(s) and design** appear over and over again as the distinct results of different kinds of visual thinking. Though unbolded in this document, their definitions are located in the NYS Visual Arts Glossary.
Enduring Understanding 2.1  
Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.

Essential Questions  
- How do artists work?  
- How do artists and designers find a particular direction that is effective for their work?  
- How do artists and designers learn from trial and error?

Artistic Process • CREATING

Pre-K VA:Cr.2.1.PK  
a. Use a variety of artmaking tools

Kindergarten VA:Cr.2.1.K  
a. Through experimentation, build skills in various media and artmaking approaches.

1st VA:Cr.2.1.1  
a. Explore uses of materials and tools to create works of art or design.

2nd VA:Cr.2.1.2  
a. Experiment with various materials and tools to explore personal interests in a work of art or design.

3rd VA:Cr.2.1.3  
a. Create artwork using a variety of artistic processes and materials.

4th VA:Cr.2.1.4  
a. Explore and invent artmaking techniques and approaches.

5th VA:Cr.2.1.5  
a. Demonstrate openness in trying new ideas, materials, methods, and artmaking approaches in making works of art and design.

6th VA:Cr.2.1.6  
a. Demonstrate persistence in developing skills with various materials, methods, and artmaking approaches in creating works of art and design.

7th VA:Cr.2.1.7  
a. Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

8th VA:Cr.2.1.8  
a. Generate and develop artistic work in a self-directed manner.

HS Proficient VA:Cr.2.1.HSI  
a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen area of form.

HS Accomplished VA:Cr.2.1.HSII  
a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen area of form.

HS Advanced VA:Cr.2.1.HSIII  
a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Enduring Understanding 2.2  
Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.

Essential Questions  
- How do artists and designers care for and maintain materials, tools, and equipment?  
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?  
- What ethical considerations arise when artists use existing images in their work?  
- What responsibilities come with the freedom to create and share artistic work?

Artistic Process • CREATING

Pre-K VA:Cr.2.2.PK  
a. Share materials with others.

Kindergarten VA:Cr.2.2.K  
a. Identify safe art materials, tools, and equipment.

1st VA:Cr.2.2.1  
a. Demonstrate safe and proper procedures for using materials, tools, and equipment.

2nd VA:Cr.2.2.2  
a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

3rd VA:Cr.2.2.3  
a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

4th VA:Cr.2.2.4  
a. Utilize and care for materials, tools, and equipment in a safe manner.

5th VA:Cr.2.2.5  
a. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

6th VA:Cr.2.2.6  
a. Practice conservation, care, safety, and clean-up of art materials, tools, and equipment.

7th VA:Cr.2.2.7  
a. Demonstrate conservation, care, safety, and clean-up of art materials, tools, and equipment.

8th VA:Cr.2.2.8  
a. Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment; and demonstrate self-regulation in applying the understandings in the art classroom.

HS Proficient VA:Cr.2.2.HSI  
a. Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment in the art classroom.

HS Accomplished VA:Cr.2.2.HSII  
a. Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment in the art classroom.

HS Advanced VA:Cr.2.2.HSIII  
a. Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment in the art classroom.

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New York State Learning Standards for the Arts

TOGETHER WE • CREATE • PRESENT • PERFORM • PRODUCT • RESPOND • CONNECT

The New York State Education Department

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### Enduring Understanding (cont’d)

**Anchor Standard 2**

People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.

**Essential Questions**
- How do objects and places 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 that effectively communicate ideas or influence people’s lives?

<table>
<thead>
<tr>
<th>Pre-K VA:Cr2.1.PK</th>
<th>Kindergarten VA:Cr2.1.K</th>
<th>1st VA:Cr2.3.1</th>
<th>2nd VA:Cr2.3.2</th>
<th>3rd VA:Cr2.3.3</th>
<th>4th VA:Cr2.3.4</th>
<th>5th VA:Cr2.3.5</th>
<th>6th VA:Cr2.3.6</th>
<th>7th VA:Cr2.3.7</th>
<th>8th VA:Cr2.3.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Create and tell about art that communicates a story about a familiar place or object.</td>
<td>a. Note similarities and differences of objects through drawings, diagrams, sculptures, or other visual means.</td>
<td>a. Create art that represents natural and constructed environments.</td>
<td>a. Repurpose objects or materials to make something new.</td>
<td>a. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</td>
<td>a. Identify, describe, and visually document places or objects of personal significance.</td>
<td>a. Document, describe, and represent constructed environments of regional or historical significance.</td>
<td>a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.</td>
<td>a. Apply visual organizational strategies to design and produce a work of art or design that clearly communicates information or ideas.</td>
<td>a. Select, organize, and design images and text to make visually clear and compelling artistic work.</td>
</tr>
</tbody>
</table>

### Artistic Process • CREATING

- PROCESS COMPONENTS • REFLECT, REFINE, CONTINUE

### Anchor Standard 3

Refine and complete artistic work.

**Enduring Understanding**

Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.

**Essential Questions**
- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How do personal reflection and group critique help us to develop more effective artistic work?

<table>
<thead>
<tr>
<th>Pre-K VA:Cr3.1.PK</th>
<th>Kindergarten VA:Cr3.1.K</th>
<th>1st VA:Cr3.1.1</th>
<th>2nd VA:Cr3.1.2</th>
<th>3rd VA:Cr3.1.3</th>
<th>4th VA:Cr3.1.4</th>
<th>5th VA:Cr3.1.5</th>
<th>6th VA:Cr3.1.6</th>
<th>7th VA:Cr3.1.7</th>
<th>8th VA:Cr3.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Share and talk about personal artwork.</td>
<td>a. Reflect on and explain the process of making art.</td>
<td>a. Use art vocabulary to describe choices.</td>
<td>a. Discuss and reflect with peers about choices made in creating artwork.</td>
<td>a. Elaborate by adding details to an artwork to enhance emerging meaning.</td>
<td>a. Revise artwork on the basis of insights gained through peer discussion.</td>
<td>a. Create artist statements by using art vocabulary to describe personal choices in artmaking.</td>
<td>a. Reflect on whether personal artwork effectively communicates meaning and revise accordingly.</td>
<td>a. Reflect on and explain important information about personal artwork, in an artist statement or in another format.</td>
<td>a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</td>
</tr>
</tbody>
</table>

### Artistic Process • CREATING

- PROCESS COMPONENTS • REFLECT, REFINE, CONTINUE
Visually Arts ~ Presenting ~ Interpreting and sharing artistic work ~ 4

**Anchor Standard 4**
Select, analyze and interpret artistic work for presentation.

**Enduring Understanding**
4.1 Artists, collectors, curators, and other arts professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.

**Essential Questions**
- How are artworks cared for and by whom?
- What criteria and methods are used to select work for presentation or preservation?
- Why do people value objects, artifacts, and artwork, and select them for presentation or preservation?

**Artistic Process** • PRESENTING

**Process Components** • SELECT, PRESERVE

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. Select art objects for saving and display, explaining why they are chosen.</td>
<td>a. Identify reasons for saving and displaying objects, artifacts, and artwork.</td>
<td>a. Categorize artwork, based on a theme or concept, for an exhibit.</td>
<td>a. Explain why some objects, artifacts, and artwork are valued over others.</td>
<td>a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</td>
<td>a. Analyze how technologies have affected the preservation and presentation of artwork.</td>
<td>a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</td>
<td>a. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</td>
<td>a. Compare and contrast how technologies have changed the way that artwork is preserved, presented, and experienced.</td>
<td>a. Develop and apply criteria for evaluating a collection of artwork for presentation.</td>
<td>a. Analyze, select, and curate art and artifacts for presentation and preservation.</td>
<td>a. Analyze, select, and curate personal artwork for a collection or portfolio presentation.</td>
<td>a. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</td>
</tr>
</tbody>
</table>

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Visually Arts ~ Presenting ~ Interpreting and sharing artistic work ~ 5

**Anchor Standard 5**
Develop and refine artistic techniques and work for presentation.

**Enduring Understanding**
5.1 Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.

**Essential Questions**
- What factors and methods are considered when preparing artwork for presentation or preservation?
- How does the presentation of artwork affect how the viewer perceives and interacts with the work?

**Artistic Process** • PRESENTING

**Process Component** • CURATE

<table>
<thead>
<tr>
<th>Pre-K VA:Pr5.1.PK</th>
<th>Kindergarten VA:Pr5.1.K</th>
<th>1st VA:Pr5.1.1</th>
<th>2nd VA:Pr5.1.2</th>
<th>3rd VA:Pr5.1.3</th>
<th>4th VA:Pr5.1.4</th>
<th>5th VA:Pr5.1.5</th>
<th>6th VA:Pr5.1.6</th>
<th>7th VA:Pr5.1.7</th>
<th>8th VA:Pr5.1.8</th>
<th>HS Proficient VA:Pr5.1.HSI</th>
<th>HS Accomplished VA:Pr5.1.HSII</th>
<th>HS Advanced VA:Pr5.1.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify places where artwork may be displayed or saved.</td>
<td>a. Explain the purpose of a portfolio or collection.</td>
<td>a. Explore questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</td>
<td>a. Distinguish between different materials or artistic techniques for preparing artwork for presentation.</td>
<td>a. Identify exhibit space and prepare works of art, including artists’ statements, for presentation.</td>
<td>a. Analyze various environments for presentation and protection of art both in physical or digital formats.</td>
<td>a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</td>
<td>a. Analyze and evaluate the reasons and ways that an exhibition is presented.</td>
<td>a. Compare and contrast different methods for presenting art and developing a visual plan for displaying works of art.</td>
<td>a. Collaboratively present and prepare selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</td>
<td>a. Analyze how decisions made in the preparation and presentation of artwork affect a viewer’s perception of meaning.</td>
<td>a. Evaluate, select, and apply methods or processes appropriate for displaying artwork in a specific place.</td>
<td>a. Investigate, compare, and contrast methods for preserving and protecting art.</td>
</tr>
</tbody>
</table>
**VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work ~ 6**

**Anchor Standard 6**
Convey meaning through the presentation of artistic work.

**Enduring Understanding 6.1**
Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.

**Essential Questions**
- What is the function of art museums, galleries, and other venues that display artwork?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artwork collected, preserved, or presented, cultivate appreciation and understanding?

**Artistic Process • PRESENTING**

**Process Components • SHARE, RELATE**

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify where art is displayed both inside and outside of school.</td>
<td>a. Explain what an art museum is and distinguish how an art museum is different from other buildings.</td>
<td>a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.</td>
<td>a. Analyze how art is exhibited inside and outside of schools and how it contributes to communities.</td>
<td>a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.</td>
<td>a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</td>
<td>a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</td>
<td>a. Assess, explain, and provide evidence of how museums or other venues reflect the history and values of a community.</td>
<td>a. Compare and contrast viewing and experiencing collections and exhibitions in different venues.</td>
<td>a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</td>
<td>a. Analyze and describe the effect that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</td>
<td>a. Make, explain, and justify connections between artists or artwork and social, cultural, and/or political experiences.</td>
<td>a. Curate a collection of objects, artifacts, or artwork to affect the viewer’s understanding of social, cultural, and/or political experiences.</td>
</tr>
</tbody>
</table>
### Anchor Standard 7  
**Perceive and analyze artistic work.**

**Enduring Understanding 7.1**  
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Artistic Process Component</th>
<th>Process Component</th>
<th>Analyze</th>
<th>Present Perform Produce</th>
<th>Respond</th>
<th>Connect</th>
</tr>
</thead>
</table>
| How do life experiences influence the way we relate to art?  
How does learning about art affect how we perceive the world?  
What can we learn from our responses to art? | Enduring Understanding | Responding | Perceiving | Producing | Responding | Connecting |

<table>
<thead>
<tr>
<th>Pre-K VA:Re7.1.PK</th>
<th>Kindergarten VA:Re7.1.K</th>
<th>1st VA:Re7.1.1</th>
<th>2nd VA:Re7.1.2</th>
<th>3rd VA:Re7.1.3</th>
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<th>5th VA:Re7.1.5</th>
<th>6th VA:Re7.1.6</th>
<th>7th VA:Re7.1.7</th>
<th>8th VA:Re7.1.8</th>
<th>HS Proficient VA:Re7.1.HSI</th>
<th>HS Accomplished VA:Re7.1.HSII</th>
<th>HS Advanced VA:Re7.1.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recognize art in one's environment.</td>
<td>a. Identify uses of art within one's personal environment.</td>
<td>a. Select and describe works of art that illustrate daily life experiences of one's self and others.</td>
<td>a. Recognize and describe visual characteristics of one's natural and constructed environments.</td>
<td>a. Speculate about the artistic processes an artist used to create a work of art.</td>
<td>a. Compare responses to a work of art before and after working in similar media.</td>
<td>a. Compare one's own interpretation of a work of art with the interpretation of others.</td>
<td>a. Identify and interpret works of art or design that reveal how people around the world live and what they value.</td>
<td>a. Explain how a person's artistic choices are influenced by culture and environment, and affect the visual image that one conveys to others.</td>
<td>a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</td>
<td>a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</td>
<td>a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.</td>
<td>a. Hypothesize ways in which art influences perception and understanding of human experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding 7.2</th>
<th>Visual imagery influences understanding of and responses to the world.</th>
</tr>
</thead>
</table>
| Essential Questions | Artistic Process Component  
Enduring Understanding | Responding | Perceiving | Producing | Responding | Connecting |
| What is an image?  
Where and how do we encounter images in our world?  
How do images influence our views of the world? | Enduring Understanding | Responding | Perceiving | Producing | Responding | Connecting | Analyze | Present Perform Produce | Respond | Connect |

<table>
<thead>
<tr>
<th>Pre-K VA:Re7.2.PK</th>
<th>Kindergarten VA:Re7.2.K</th>
<th>1st VA:Re7.2.1</th>
<th>2nd VA:Re7.2.2</th>
<th>3rd VA:Re7.2.3</th>
<th>4th VA:Re7.2.4</th>
<th>5th VA:Re7.2.5</th>
<th>6th VA:Re7.2.6</th>
<th>7th VA:Re7.2.7</th>
<th>8th VA:Re7.2.8</th>
<th>HS Proficient VA:Re7.2.HSI</th>
<th>HS Accomplished VA:Re7.2.HSII</th>
<th>HS Advanced VA:Re7.2.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Distinguish between images and real objects.</td>
<td>a. Describe what an image represents.</td>
<td>a. Compare images that represent the same subject.</td>
<td>a. Categorize images, based on expressive properties.</td>
<td>a. Identify messages communicated by images.</td>
<td>a. Analyze components of visual imagery that convey messages.</td>
<td>a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</td>
<td>a. Analyze multiple ways that images influence specific audiences.</td>
<td>a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</td>
<td>a. Analyze the reciprocal relationship between understanding the world and experiencing imagery.</td>
<td>a. Identify commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.</td>
<td>a. Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.</td>
<td></td>
</tr>
</tbody>
</table>
### VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8

**Anchor Standard 8**  
Interpret meaning in artistic work.

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Essential Questions</th>
<th>Artistic Process Component</th>
<th>Process Component</th>
<th>INTERPRET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K VA:Re9.1.PK</td>
<td>a. With guidance, share reactions to artwork.</td>
<td>a. Interpret mood in artwork by analyzing subject matter and characteristics of form.</td>
<td>a. Interpret art by analyzing relevant subject matter, characteristics of form, and use of media.</td>
<td>a. Interpret art by referring to contextual information and analyzing subject matter, characteristics of form and structure, and use of media.</td>
</tr>
<tr>
<td>Kindergarten VA:Re8.1.K</td>
<td>a. With guidance, share observations comparing artworks.</td>
<td>a. Interpret art by analyzing relevant subject matter, characteristics of form, and use of media.</td>
<td>a. Interpret art by analyzing non-relevant and relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media.</td>
<td>a. Analyze how the interaction of subject matter, characteristics of form and structure, relevant contextual information, subject matter, and use of media.</td>
</tr>
<tr>
<td>1st VA:Re8.1.1</td>
<td>a. With guidance, compare and contrast subject matter in works of art.</td>
<td>a. Interpret art by analyzing characteristics of form and structure, and use of media.</td>
<td>a. Analyze how the interaction of subject matter, characteristics of form and structure, and use of media.</td>
<td>a. Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</td>
</tr>
<tr>
<td>2nd VA:Re8.1.2</td>
<td>a. With guidance, categorize subject matter and identify common themes in works of art.</td>
<td>a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as on historical and cultural contexts.</td>
<td>a. Compare and explain the differences between a personal criteria-based evaluation of an artwork and an established criteria-based evaluation of an artwork.</td>
<td>a. Establish relevant criteria in order to evaluate a work of art or collection of works.</td>
</tr>
<tr>
<td>3rd VA:Re8.1.3</td>
<td>a. Interpret mood in artwork by analyzing subject matter and characteristics of form.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Compare and explain the differences between a personal criteria-based evaluation of an artwork and an established criteria-based evaluation of an artwork.</td>
<td>a. Establish relevant criteria used by others to evaluate a work of art or collection of works.</td>
</tr>
<tr>
<td>4th VA:Re8.1.4</td>
<td>a. Interpret art by analyzing relevant subject matter, characteristics of form, and use of media.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Apply one set of criteria to evaluate more than one work of art.</td>
<td>a. Utilize various criteria to construct interpretations of an artwork or collection of works.</td>
</tr>
<tr>
<td>5th VA:Re8.1.5</td>
<td>a. Interpret art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Use learned art vocabulary to express preferences about artwork.</td>
<td>a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</td>
</tr>
<tr>
<td>6th VA:Re8.1.6</td>
<td>a. Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Explain reasons for selecting a preferred artwork.</td>
<td>a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</td>
</tr>
<tr>
<td>7th VA:Re8.1.7</td>
<td>a. Analyze how the interaction of subject matter, characteristics of form and structure, relevant contextual information, subject matter, and use of media.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Use learned art vocabulary to express preferences about artwork.</td>
<td>a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</td>
</tr>
<tr>
<td>8th VA:Re8.1.8</td>
<td>a. Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Use learned art vocabulary to express preferences about artwork.</td>
<td>a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</td>
</tr>
</tbody>
</table>

### VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9

**Anchor Standard 9**  
Apply criteria to evaluate artistic work.

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Essential Questions</th>
<th>Artistic Process Component</th>
<th>Process Component</th>
<th>EVALUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K VA:Re9.1.PK</td>
<td>a. Select a preferred artwork.</td>
<td>a. Evaluate an artwork based on given criteria.</td>
<td>a. Evaluate an artwork based on different reasons for preferences.</td>
<td>a. Evaluate an artwork based on given criteria.</td>
</tr>
<tr>
<td>1st VA:Re9.1.1</td>
<td>a. Categorize artwork, based on various criteria.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
</tr>
<tr>
<td>2nd VA:Re9.1.2</td>
<td>a. Use learned art vocabulary to express preferences about artwork.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
</tr>
<tr>
<td>3rd VA:Re9.1.3</td>
<td>a. Evaluate an artwork based on different reasons for preferences.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
</tr>
<tr>
<td>4th VA:Re9.1.4</td>
<td>a. Apply one set of criteria to evaluate more than one work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
</tr>
<tr>
<td>5th VA:Re9.1.5</td>
<td>a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as on historical and cultural contexts.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
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<tr>
<td>6th VA:Re9.1.6</td>
<td>a. Compare and explain the differences between a personal criteria-based evaluation of an artwork and an established criteria-based evaluation of an artwork.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
</tr>
<tr>
<td>7th VA:Re9.1.7</td>
<td>a. Create a convincing and logical argument to support an evaluation of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
</tr>
<tr>
<td>8th VA:Re9.1.8</td>
<td>a. Establish relevant criteria used by others to evaluate a work of art or collection of works.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
<td>a. Develop and apply relevant criteria to evaluate a work of art.</td>
</tr>
</tbody>
</table>
### Anchor Standard 10
Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

#### Enduring Understanding
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Artistic Process Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does creating art enrich people’s lives?</td>
<td>CONNECTING</td>
</tr>
<tr>
<td>How does making art attune people to their surroundings?</td>
<td>SYNTHESIZE</td>
</tr>
<tr>
<td>How does artmaking contribute to awareness and understanding of one’s lives and the lives of others in the community?</td>
<td></td>
</tr>
</tbody>
</table>

#### Artistic Process Component • SYNTHESIZE

<table>
<thead>
<tr>
<th>Process Component</th>
<th>• SYNTHESIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONNECTING</td>
<td></td>
</tr>
</tbody>
</table>

#### Anchor Standard 10.1
Connect artistic ideas and work with personal meaning and external context.

<table>
<thead>
<tr>
<th>Pre-K (VA:Cn10.1.PK)</th>
<th>Kindergarten (VA:Cn10.1.K)</th>
<th>1st (VA:Cn10.1.1)</th>
<th>2nd (VA:Cn10.1.2)</th>
<th>3rd (VA:Cn10.1.3)</th>
<th>4th (VA:Cn10.1.4)</th>
<th>5th (VA:Cn10.1.5)</th>
<th>6th (VA:Cn10.1.6)</th>
<th>7th (VA:Cn10.1.7)</th>
<th>8th (VA:Cn10.1.8)</th>
<th>HS Proficient (VA:Cn10.1.HSI)</th>
<th>HS Accomplished (VA:Cn10.1.HSII)</th>
<th>HS Advanced (VA:Cn10.1.HSIII)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Create art that tells a story about a life experience.</td>
<td>a. Explore the world using descriptive words and artistic work.</td>
<td>a. Create works of art about events in home, school, or community life.</td>
<td>a. Identify times, places, and reasons that students make art outside of school.</td>
<td>a. Create works of art that reflect community cultural traditions.</td>
<td>a. Develop a work of art, based on observations of surroundings.</td>
<td>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td>a. Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</td>
</tr>
</tbody>
</table>

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**Anchor Standard 11** Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

### Enduring Understanding 11.1
Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.

### Essential Questions
- How do works of art and design help us understand the lives of people of different times, places, and cultures?
- How do art and design enhance people’s lives and influence culture?

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Recognize that people make works of art and design.</td>
<td>a. Identify a variety of forms of art and design.</td>
<td>a. Compare and contrast differently designed objects that have a similar function.</td>
<td>a. Connect visual characteristics commonly found in works of art and design to beliefs and traditions in a culture.</td>
<td>a. Explore how works of art and design correlate to the quality of life within a culture.</td>
<td>a. Analyze how works of art and design contribute to the quality of life within a culture.</td>
<td>a. Investigate different ways that art and design can establish, reflect, and reinforce group identity.</td>
<td>a. Through observation, infer information about the time, place, and culture in which a work of art or design was created.</td>
<td>a. Compare uses of art in a variety of societal, cultural, and historical contexts; and make connections to uses of art in contemporary and local contexts.</td>
<td>a. Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society.</td>
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<td></td>
</tr>
</tbody>
</table>

### Enduring Understanding 11.2
Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.

### Essential Questions
- What is innovation and why is it important to the advancement of a society?
- How do knowledge and skills in the arts broaden career opportunities?
- In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?

<table>
<thead>
<tr>
<th>Pre-K VA:Cn11.2.PK</th>
<th>Kindergarten VA:Cn11.2.K</th>
<th>1st VA:Cn11.2.1</th>
<th>2nd VA:Cn11.2.2</th>
<th>3rd VA:Cn11.2.3</th>
<th>4th VA:Cn11.2.4</th>
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<th>6th VA:Cn11.2.6</th>
<th>7th VA:Cn11.2.7</th>
<th>8th VA:Cn11.2.8</th>
<th>HS Proficient VA:Cn11.2.HSI</th>
<th>HS Accomplished VA:Cn11.2.HSI</th>
<th>HS Advanced VA:Cn11.2.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Imagine and invent through guided play.</td>
<td>a. Describe what it means to invent, and imagine an invention.</td>
<td>a. Identify inventions that have helped people and brainstorm and share ideas for new inventions.</td>
<td>a. Brainstorm ideas and share ideas that would improve one’s personal or family life.</td>
<td>a. Brainstorm ideas for and experiment with changes to simple items used in daily life; share results.</td>
<td>a. Brainstorm ideas for and experiment with improvements to simple items; evaluate, and present results.</td>
<td>a. Apply design thinking strategies to identify a problem within the community, and create and document various solutions.</td>
<td>a. Identify and develop roles and responsibilities of artists and designers within a community or culture.</td>
<td>a. Identify and explore careers in which innovation and creative problem-solving skills are fundamental to success.</td>
<td>a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems.</td>
<td>a. Using a design thinking approach, collaboratively investigate an issue in the greater community and develop an interdisciplinary solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>