New York State Learning Standards for the

ARTS

Together we • Create • Present Perform Produce • Respond • Connect

Visual Arts

At-A-Glance Standards

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ARTS

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Visual Arts

At-A-Glance Standards

NYS Learning Standards for the Arts Revision Committee
VISUAL ARTS

** Denotes Committee Chair*

Grace Barrett	Commack School District
Jennifer Childress	The College of Saint Rose
Cindy Henry*	Union-Endicott Central School District
Lisa Lawson	Sweet Home Central Schools
Anne Manzella	North Colonie Central School District
Kathleen Pfeifer	Norwich City Schools
Karen Rosner	New York City Department of Education
Christina Scott	Cohoes City School District

Leslie Yolen, Associate in Visual Arts Education
New York State Education Department

Jennifer Childress, Art Education Consultant (editing, document design)

New York State Learning Standards for the ARTS

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/Presenting/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/Presenting/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 HSII for HS Accomplished HSIII 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 a "."
Fourth position indicates the Grade Level.
Fifth position indicates the Performance Indicator.

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

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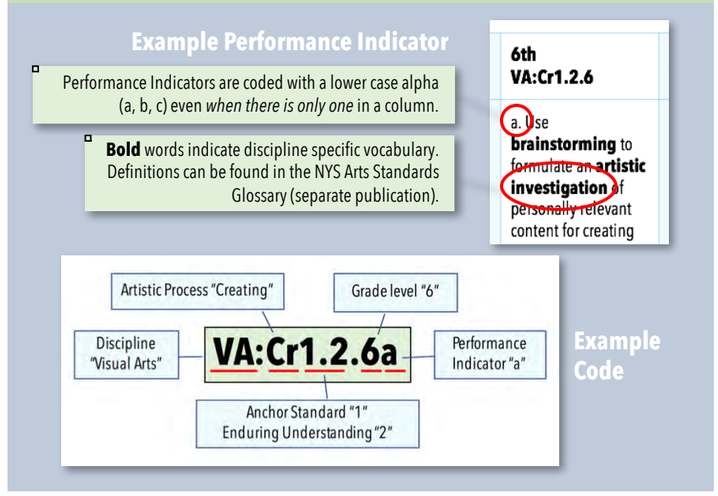
Visual Arts Example



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Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding 1.1 Creativity and innovative thinking are essential life skills that can be developed.

Essential Questions
- What conditions, attitudes, and behaviors support creative risk taking and innovative thinking?
- How does collaboration expand the creative process?

Artistic Process • CREATING
Process Components • INVESTIGATE, PLAN, MAKE

Pre-K VA:Cr1.1.PK	Kindergarten VA:Cr1.1.K	1st VA:Cr1.1.1	2nd VA:Cr1.1.2	3rd VA:Cr1.1.3	4th VA:Cr1.1.4	5th VA:Cr1.1.5	6th VA:Cr1.1.6	7th VA:Cr1.1.7	8th VA:Cr1.1.8	HS Proficient VA:Cr1.1.HSI	HS Accomplished VA:Cr1.1.HSII	HS Advanced VA:Cr1.1.HSIII
a. Engage in self-directed **imaginative play** with materials.	a. Engage in exploration and **imaginative play** with materials.	a. Engage **collaboratively** in exploration and **imaginative play** with materials.	a. **Collaboratively brainstorm** multiple **artmaking approaches** to an art or design problem.	a. Elaborate on a selected imaginative idea.	a. **Brainstorm** multiple **artmaking approaches** to a creative art or design problem.	a. Combine ideas to **generate** an **innovative** idea for artmaking.	a. **Collaboratively** exchange **concepts** and different points of view to **generate innovative** ideas for creating art.	a. Apply strategies to overcome creative blocks.	a. **Document** and **reflect** on early stages of the **creative process**, visually and/or verbally in **traditional** or new **media.**	a. Use multiple **artmaking approaches** to begin creative endeavors.	a. Formulate, individually or **collaboratively**, new creative problems, based on student's existing artwork.	a. Visualize and hypothesize to **generate** ideas and plans for creating art and design that can affect social change.

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

Essential Questions
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists and designers follow or break from established traditions?
- How do artists and designers determine what resources and criteria are needed to formulate artistic investigations?

Artistic Process • CREATING
Process Components • INVESTIGATE, PLAN, MAKE

Pre-K VA:Cr1.2.PK	Kindergarten VA:Cr1.2.K	1st VA:Cr1.2.1	2nd VA:Cr1.2.2	3rd VA:Cr1.2.3	4th VA:Cr1.2.4	5th VA:Cr1.2.5	6th VA:Cr1.2.6	7th VA:Cr1.2.7	8th VA:Cr1.2.8	HS Proficient VA:Cr1.2.HSI	HS Accomplished VA:Cr1.2.HSII	HS Advanced VA:Cr1.2.HSIII
a. Engage in self-directed, creative making.	a. Engage **collaboratively** in creative artmaking in response to an artistic problem.	a. Use observation and exploration in preparation for making a work of art.	a. **Create** art or design with various materials and tools to explore personal interests, questions, and curiosity.	a. Apply knowledge of available resources, tools, and **technologies** to **investigate** personal ideas through the **artmaking process.**	a. Work individually and **collaboratively** to set goals and **create** artwork that is **meaningful** and has purpose to the makers.	a. Identify and demonstrate diverse strategies for **artistic investigation** to choose an approach for beginning a work of art.	a. Use **brainstorming** to formulate an **artistic investigation** of personally relevant content for creating art.	a. Develop **criteria** to guide making a work of art or design to meet an identified goal.	a. **Collaboratively** shape an **artistic investigation** of an aspect of present-day life by using a **contemporary practice** of art and design.	a. Consider a range of **materials** and methods of **traditional and contemporary artistic practices** to plan works of art and design.	a. Choose from a range of **materials** and methods of **traditional and contemporary artistic practices** to plan works of art and design that follow or break established artistic **conventions.**	a. Choose from 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.

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Anchor Standard 2 Organize and develop artistic ideas and work.

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
Process Component • INVESTIGATE

Pre-K VA:Cr2.1.PK	Kindergarten VA:Cr2.1.K	1st VA:Cr2.1.1	2nd VA:Cr2.1.2	3rd VA:Cr2.1.3	4th VA:Cr2.1.4	5th VA:Cr2.1.5	6th VA:Cr2.1.6	7th VA:Cr2.1.7	8th VA:Cr2.1.8	HS Proficient VA:Cr2.1.HSI	HS Accomplished VA:Cr2.1.HSII	HS Advanced VA:Cr2.1.HSIII
a. Use a variety of artmaking tools	a. Through experimentation, build skills in various **media** and **artmaking approaches.**	a. Explore uses of **materials** and tools to **create** works of art or design.	a. Experiment with various **materials** and tools to explore personal interests in a work of art or design.	a. **Create** artwork using a variety of **artistic processes** and **materials.**	a. Explore and **invent artmaking techniques and approaches.**	a. Experiment and develop skills in multiple **artmaking techniques and approaches** through practice.	a. Demonstrate openness in trying new ideas, **materials,** methods, and **artmaking approaches** in making works of art and design.	a. Demonstrate persistence in developing skills with various **materials,** methods, and **artmaking approaches** in **creating** works of art or design.	a. Experiment, **innovate**, and take risks to pursue ideas, **forms,** and **meanings** that emerge in the process of artmaking or designing.	a. **Generate** and develop **artistic work** in a self-directed manner.	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art **form.**	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
Process Components • CONSIDER, RESPECT

Pre-K VA:Cr2.2.PK	Kindergarten VA:Cr2.2.K	1st VA:Cr2.2.1	2nd VA:Cr2.2.2	3rd VA:Cr2.2.3	4th VA:Cr2.2.4	5th VA:Cr2.2.5	6th VA:Cr2.2.6	7th VA:Cr2.2.7	8th VA:Cr2.2.8	HS Proficient VA:Cr2.2.HSI	HS Accomplished VA:Cr2.2.HSII	HS Advanced VA:Cr2.2.HSIII
a. Share **materials** with others.	a. Identify safe art **materials**, tools, and equipment.	a. Demonstrate safe and proper procedures for using **materials,** tools, and equipment.	a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	a. Demonstrate an understanding of the safe and proficient use of **materials**, tools, and equipment for a variety of **artistic processes.**	a. Utilize and care for **materials**, tools, and equipment in a safe manner.	a. Demonstrate quality **craftsmanship** through care for and use of **materials**, tools, and equipment.	a. Practice **conservation**, care, safety, and clean-up of art **materials,** tools, and equipment.	a. Demonstrate **conservation**, care, and clean-up of art **materials,** tools, and equipment.	a. Explain environmental implications of **conservation**, care, and clean-up of art **materials,** tools, and equipment; and demonstrate self-regulation in applying the understandings in the art classroom.	a. Demonstrate an environmentally conscious approach to **conservation**, care, and clean-up of art **materials**, tools, and equipment in the art classroom.	a. Explain how **traditional** and non-traditional **materials** may affect human health and the environment and demonstrate safe handling and disposal of **materials,** tools, and equipment.	a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of **images, materials**, tools, and equipment in the **creation** and circulation of creative work.
----------	----------	----------	----------	----------	----------	b. Consider responsible and respectful practices when using other artists' work for inspiration, and when sharing artistic work via **technology.**	b. Explain and practice **responsible use** of sharing **images** online.	b. Demonstrate **ethical** responsibility when using, posting, and sharing **images** and materials through **technology.**	b. Demonstrate **ethical** responsibility when **appropriating**, posting, and sharing **images.**	b. Demonstrate awareness of the **ethical** implications of making and distributing creative work.	b. Consistently apply **ethical** standards when making and distributing creative work.	----------

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Anchor Standard 2 (cont'd)

Enduring Understanding 2.3 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?

Artistic Process • CREATING
Process Component • MAKE

Pre-K VA:Cr2.3.PK	Kindergarten VA:Cr2.3.K	1st VA:Cr2.3.1	2nd VA:Cr2.3.2	3rd VA:Cr2.3.3	4th VA:Cr2.3.4	5th VA:Cr2.3.5	6th VA:Cr2.3.6	7th VA:Cr2.3.7	8th VA:Cr2.3.8	HS Proficient VA:Cr2.3.HSI	HS Accomplished VA:Cr2.3.HSII	HS Advanced VA:Cr2.3.HSIII
a. **Create** and tell about art that communicates a story about a familiar place or object.	a. Note similarities and differences of objects through drawings, diagrams, sculptures, or other visual means.	a. **Create** art that **represents** natural and **constructed environments.**	a. **Repurpose** objects or **materials** to make something new.	a. Individually or **collaboratively construct representations**, diagrams, or maps of places that are part of everyday life.	a. Identify, **describe**, and visually **document** places or objects of personal significance.	a. **Document, describe,** and **represent constructed environments** of regional or historical significance.	a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.	a. Apply **visual organizational strategies** to design and produce a work of art or design that clearly communicates information or ideas.	a. Select, organize, and design **images** and text to make visually clear and compelling **artistic work.**	a. Develop a proposal and **create** sketches or a model for an **installation**, artwork, or space design that transforms the perception and experience of a particular place.	a. Redesign an object, system, place, or design in response to contemporary issues.	a. Demonstrate in works of art or design how **visual culture** and **material culture** define, shape, enhance, inhibit, and/or empower people's lives.

VISUAL ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 3

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding 3.1 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?

Artistic Process • CREATING
Process Components • REFLECT, REFINE, CONTINUE

Pre-K VA:Cr3.1.PK	Kindergarten VA:Cr3.1.K	1st VA:Cr3.1.1	2nd VA:Cr3.1.2	3rd VA:Cr3.1.3	4th VA:Cr3.1.4	5th VA:Cr3.1.5	6th VA:Cr3.1.6	7th VA:Cr3.1.7	8th VA:Cr3.1.8	HS Proficient VA:Cr3.1.HSI	HS Accomplished VA:Cr3.1.HSII	HS Advanced VA:Cr3.1.HSIII
a. Share and talk about personal artwork.	a. **Reflect** on and explain the process of making art.	a. Use art vocabulary to describe choices.	a. Discuss and **reflect** with peers about choices made in creating artwork.	a. Elaborate by adding details to an artwork to enhance emerging **meaning.**	a. Revise artwork in progress on the basis of insights gained through peer discussion.	a. **Create artist statements** by using art vocabulary to describe personal choices in artmaking.	a. **Reflect** on whether personal artwork effectively communicates **meaning** and revise accordingly.	a. **Reflect** on and explain important information about personal artwork, in an **artist statement** or in another format.	a. Apply **relevant criteria** to examine, **reflect** on, and plan revisions for a work of art or design in progress.	a. Apply **relevant criteria** and the feedback of others to revise and refine works of art and design in progress.	a. Engage in constructive **critique** with peers; then **reflect** on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	a. **Reflect** on, re-engage, revise, and refine works of art or design considering **relevant traditional** and **contemporary criteria** as well as personal artistic vision.

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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**

Pre-K VA:Pr4.1.PK	Kindergarten VA:Pr4.1.K	1st VA:Pr4.1.1	2nd VA:Pr4.1.2	3rd VA:Pr4.1.3	4th VA:Pr4.1.4	5th VA:Pr4.1.5	6th VA:Pr4.1.6	7th VA:Pr4.1.7	8th VA:Pr4.1.8	HS Proficient VA:Pr4.1.HSI	HS Accomplished VA:Pr4.1.HSII	HS Advanced VA:Pr4.1.HSIII
a. Select art objects for saving and display, explaining why they are chosen.	a. Identify reasons for saving and displaying objects, artifacts, and artwork.	a. **Categorize** artwork, based on a **theme** or **concept**, for an exhibit.	a. Explain why some objects, artifacts, and artwork are valued over others.	a. **Investigate** and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	a. **Analyze** how **technologies** have affected the **preservation** and presentation of artwork.	a. Define the roles and responsibilities of a **curator**, explaining the skills and knowledge needed in **preserving**, maintaining, and presenting objects, artifacts, and artwork.	a. **Analyze** similarities and differences associated with **preserving** and presenting two-dimensional, three-dimensional, and **digital** artwork.	a. Compare and contrast how **technologies** have changed the way that artwork is **preserved**, presented, and experienced.	a. Develop and apply **criteria** for **evaluating** a collection of artwork for presentation.	a. **Analyze**, select, and **curate** art and artifacts for presentation and **preservation.**	a. **Analyze**, select, and **critique** personal artwork for a collection or **portfolio** presentation.	a. **Critique**, **justify,** and present choices in the process of **analyzing**, selecting, **curating**, and presenting artwork for a specific exhibit or event.

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**

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

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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

Pre-K VA:Pr6.1.PK	Kindergarten VA:Pr6.1.K	1st VA:Pr6.1.1	2nd VA:Pr6.1.2	3rd VA:Pr6.1.3	4th VA:Pr6.1.4	5th VA:Pr6.1.5	6th VA:Pr6.1.6	7th VA:Pr6.1.7	8th VA:Pr6.1.8	HS Proficient VA:Pr6.1.HSI	HS Accomplished VA:Pr6.1.HSII	HS Advanced VA:Pr6.1.HSIII
a. Identify where art is displayed both inside and outside of school.	a. Explain what an art museum is and distinguish how an art museum is different from other buildings.	a. Identify the roles and responsibilities of people who work in and visit museums and other art **venues.**	a. **Analyze** how art is exhibited inside and outside of schools and how it contributes to communities.	a. Identify and explain how and where different **cultures** record and illustrate stories and history of life through art.	a. Compare and contrast purposes of art museums, art galleries, and other **venues**, as well as the types of personal experiences they provide.	a. Cite evidence about how an exhibition in a museum or other **venue** presents ideas and provides information about a specific **concept** or topic.	a. Assess, explain, and provide evidence of how museums or other **venues** reflect the history and values of a community.	a. Compare and contrast viewing and experiencing collections and exhibitions in different **venues.**	a. **Analyze** why and how an exhibition or collection may influence ideas, beliefs, and experiences.	a. **Analyze** and **describe** the effect that an exhibition or collection has on personal awareness of social, **cultural**, or political beliefs and understandings.	a. Make, explain, and **justify** connections between artists or artwork and social, **cultural**, and political history.	a. **Curate** a collection of objects, artifacts, or artwork to affect the viewer's understanding of social, **cultural**, and/or political experiences.

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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.

Essential Questions
- 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?

Artistic Process • RESPONDING
Process Component • PERCEIVE

Pre-K VA:Re7.1.PK	Kindergarten VA:Re7.1.K	1st VA:Re7.1.1	2nd VA:Re7.1.2	3rd VA:Re7.1.3	4th VA:Re7.1.4	5th VA:Re7.1.5	6th VA:Re7.1.6	7th VA:Re7.1.7	8th VA:Re7.1.8	HS Proficient VA:Re7.1.HSI	HS Accomplished VA:Re7.1.HSII	HS Advanced VA:Re7.1.HSIII
a. Recognize art in one's environment.	a. Identify uses of art within one's personal environment.	a. Select and **describe** works of art that illustrate daily life experiences of one's self and others.	a. Recognize and **describe** visual **characteristics** of one's natural and **constructed environments.**	a. Speculate about the **artistic processes** an artist used to **create** a work of art.	a. Compare responses to a work of art before and after working in similar **media.**	a. Compare one's own **interpretation** of a work of art with the **interpretation** of others.	a. Identify and **interpret** works of art or design that reveal how people around the world live and what they value.	a. Explain how a person's artistic choices are influenced by **culture** and environment, and affect the **visual image** that one conveys to others.	a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	a. Recognize and **describe** personal **aesthetic** and empathetic responses to the natural world and **constructed environments.**	a. **Analyze** how responses to art develop over time, based on knowledge of and experience with art and life.	a. Hypothesize ways in which art influences perception and understanding of human experiences.

Enduring Understanding 7.2 Visual imagery influences understanding of and responses to the world.

Essential Questions
- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?

Artistic Process • RESPONDING
Process Component • ANALYZE

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

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Anchor Standard 8 Interpret meaning in artistic work.

Enduring Understanding 8.1 People gain insight into meanings of artwork by engaging in a process of art criticism.

Essential Questions
- What is the value of engaging in a 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?

Artistic Process • RESPONDING
Process Component • INTERPRET

Pre-K VA:Re8.1.PK	Kindergarten VA:Re8.1.K	1st VA:Re8.1.1	2nd VA:Re8.1.2	3rd VA:Re8.1.3	4th VA:Re8.1.4	5th VA:Re8.1.5	6th VA:Re8.1.6	7th VA:Re8.1.7	8th VA:Re8.1.8	HS Proficient VA:Re8.1.HSI	HS Accomplished VA:Re8.1.HSII	HS Advanced VA:Re8.1.HSIII
a. With guidance, share reactions to artwork.	a. With guidance, share observations comparing artworks**.**	a. With guidance, compare and contrast subject matter in works of art.	a. With guidance, **categorize** subject matter and identify common **themes** in works of art.	a. **Interpret** mood in artwork by **analyzing** subject matter and **characteristics** of **form.**	a. **Interpret** art by **analyzing** relevant subject matter, **characteristics** of **form**, and use of **media.**	a. **Interpret** art by referring to **contextual** information and **analyzing** subject matter, **characteristics** of **form**, and use of **media.**	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.**	a. **Interpret** ideas and mood in art by **analyzing artmaking approaches, characteristics** of **form and structure**, relevant **contextual** information, subject matter, and use of **media.**	a. **Analyze** how the interaction of subject matter, **characteristics** of **form and structure**, use of **media**, **artmaking approaches**, and relevant **contextual** information contributes to understanding messages or ideas and mood conveyed.	a. **Construct interpretations** of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding **contexts.**	a. Identify types of **contextual** information useful in the process of **constructing interpretations** of an artwork or collection of works.	a. **Analyze** differing **interpretations** of an artwork or collection of works in order to select and defend a plausible critical **analysis.**

Anchor Standard 9 Apply criteria to evaluate artistic work.

Enduring Understanding 9.1 People evaluate art, based on various criteria.

Essential Questions
- 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 • RESPONDING
Process Component • EVALUATE

Pre-K VA:Re9.1.PK	Kindergarten VA:Re9.1.K	1st VA:Re9.1.1	2nd VA:Re9.1.2	3rd VA:Re9.1.3	4th VA:Re9.1.4	5th VA:Re9.1.5	6th VA:Re9.1.6	7th VA:Re9.1.7	8th VA:Re9.1.8	HS Proficient VA:Re9.1.HSI	HS Accomplished VA:Re9.1.HSII	HS Advanced VA:Re9.1.HSIII
a. Select a preferred artwork.	a. Explain reasons for selecting a preferred artwork.	a. **Categorize** artwork**,** based on different reasons for preferences.	a. Use learned art vocabulary to express preferences about artwork.	a. **Evaluate** an artwork, based on given **criteria.**	a. Apply one set of **criteria** to **evaluate** more than one work of art.	a. Develop and apply **relevant criteria** to **evaluate** a work of art.	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.**	a. Compare and explain the differences between a **personal criteria-based evaluation** of an artwork and an **established criteria-based evaluation** of an artwork.	a. **Create** a convincing and logical argument to support an **evaluation** of art.	a. Establish **relevant criteria** in order to **evaluate** a work of art or collection of works.	a. Determine the **relevance of criteria** used by others to **evaluate** a work of art or collection of works.	a. **Construct evaluations** of a work of art or collection of works, based on differing sets of **criteria.**

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Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Enduring Understanding 10.1 Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions
- How does creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How does artmaking contribute to awareness and understanding of one's lives and the lives of others in the community?

Artistic Process • CONNECTING
Process Component • SYNTHESIZE

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

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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?

Artistic Process • CONNECTING
Process Component • RELATE

Pre-K VA:Cn11.1.PK	Kindergarten VA:Cn11.1.K	1st VA:Cn11.1.1	2nd VA:Cn11.1.2	3rd VA:Cn11.1.3	4th VA:Cn11.1.4	5th VA:Cn11.1.5	6th VA:Cn11.1.6	7th VA:Cn11.1.7	8th VA:Cn11.1.8	HS Proficient VA:Cn11.1.HSI	HS Accomplished VA:Cn11.1.HSII	HS Advanced VA:Cn11.1.HSIII
a. Recognize that people make works of art and design.	a. Identify a variety of **forms** of art and design.	a. Sort and **categorize** art objects according to **form** and **function.**	a. Compare and contrast differently designed objects that have a similar **function.**	a. Recognize visual **characteristics** commonly found in works of art and design from a particular **culture.**	a. Connect visual **characteristics** of works of art and design to beliefs and **traditions** in a **culture.**	a. Explore how works of art and design contribute to the quality of life within a **culture.**	a. **Analyze** how works of art and design correlate with the needs, desires, beliefs, and **traditions** of a **culture.**	a. **Investigate** different ways that art and design can establish, reflect, and reinforce group **identity.**	a. Through observation, infer information about the time, place, and **culture** in which a work of art or design was **created.**	a. **Investigate** ways that art and design from one **culture** or time period can influence artists and designers from a different **culture** or time period.	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.**	a. Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society.

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?

Artistic Process • CONNECTING
Process Components • INTERRELATE, EXTEND

Pre-K VA:Cn11.2.PK	Kindergarten VA:Cn11.2.K	1st VA:Cn11.2.1	2nd VA:Cn11.2.2	3rd VA:Cn11.2.3	4th VA:Cn11.2.4	5th VA:Cn11.2.5	6th VA:Cn11.2.6	7th VA:Cn11.2.7	8th VA:Cn11.2.8	HS Proficient VA:Cn11.2.HSI	HS Accomplished VA:Cn11.2.HSII	HS Advanced VA:Cn11.2.HSIII
a. Imagine and **invent** through guided **play.**	a. **Describe** what it means to **invent**, and imagine an **invention.**	a. Identify **inventions** that have helped people, and **brainstorm** and share ideas for new **inventions.**	a. **Brainstorm** and share ideas that would improve one's personal or family life.	a. **Brainstorm** ideas for and experiment with changes to simple items used in daily life; share results.	a. **Brainstorm** ideas for and experiment with improvements to simple items; **evaluate**, and present results.	a. Apply **design thinking** strategies to identify a problem within the community, and **create** and **document** various solutions.	a. Compare and contrast different design solutions to a community planning problem, based on appeal, **function**, and **innovative** quality.	a. Identify and explore roles and responsibilities of artists and designers within a community or **culture.**	a. Identify and explore careers in which **innovation** and creative problem-solving skills are fundamental to success.	a. **Investigate** how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields.	a. Explore past and current examples of artists working together with other professionals to **generate** solutions to ecological, social, and/or economic problems.	a. Using a **design thinking** approach, **collaboratively investigate** an issue in the greater community and develop an interdisciplinary solution.

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