

New York State Learning Standards for the



A Self-Guided Tour of the NYS Learning Standards for the Arts



Visual Arts

Welcome!

Before You Begin

Have you seen or participated in
OVERVIEW of the *New York State
Learning Standards for the Arts?*

The ***VISUAL ARTS STANDARDS Self-Guided Tour*** is intended to follow the [New York State Arts Standards Overview Webinars](#). If you have not had an overview training or seen the webinars, please begin by viewing the Overview Webinars.

The OVERVIEW covers the following information essential to understanding and navigating the Arts Standards:

- Foundations, Framework and Structure
- Deciphering the Standards Coding
- Navigating Resources
- Artistic Processes, Anchor Standards, Performance Indicators
- Enduring Understandings and Essential Questions

Resources

Getting Started

Here are some resources you will need before you begin the *Self-Guided Tour* of the Visual Arts Standards.

All resources for the ***New York State Learning Standards for the Arts*** are found on the [NYSED Arts Learning Standards Web Page](#).

This presentation refers to several Arts Standards resources. Downloading the following documents and referring to them as you work through the *Self-Guided Tour* will increase your understanding of the key ideas in this presentation.

[VISUAL ARTS Standards At-a-Glance](#)

[VISUAL ARTS Process Anchor EU Tables Poster](#)

[VISUAL ARTS Process Anchor EU EQ Poster](#)

[VISUAL ARTS Standards Glossary](#)

[NYS Arts Standards Implementation Guide](#)

About this Presentation

How to Use this Presentation

This *Self-Guided Tour* can be used by individuals for self-study or to facilitate interactive learning in a group session.

Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more “hands-on” experience.

THINK slides in this presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within the Standards.

10 Things to Know

about the New York Learning Standards for VISUAL ARTS

01

The NYS Standards are based on the National Core Arts Standards in their structure and guiding philosophy.

02

The new Visual Arts Standards were written by certified Visual Art educators, using input from Visual Art teachers throughout NYS.

03

The Standards are not linear; they address many arts processes simultaneously; the four processes are not taught in isolation.

04

The Standards support student engagement with traditional and contemporary artists, artistic practices, and philosophies.

05

The Standards are organized by grade level for Pre-K to 8 and include 3 achievement levels for HS: Proficient, Accomplished, and Advanced.

10 Things to Know (continued)

about the New York Learning Standards for VISUAL ARTS

06

The Standards are based on an Understanding by Design® curriculum model; they support BIG ideas and encourage student inquiry.

07

The Standards are based on BIG Ideas, Enduring Understandings, and Essential Questions to guide student understanding.

08

The Standards encourage artistic investigation through play, exploration and innovation.

09

The Standards prioritize collaboration, critical thinking, and the development of increasingly meaningful and personal ideas.

10

The Standards are aligned to culturally responsive teaching practices and encourage personal as well as global awareness.

Guiding Principles

Let's look at some guiding principles that form the foundations of the new NYS Learning Standards for Visual Arts.

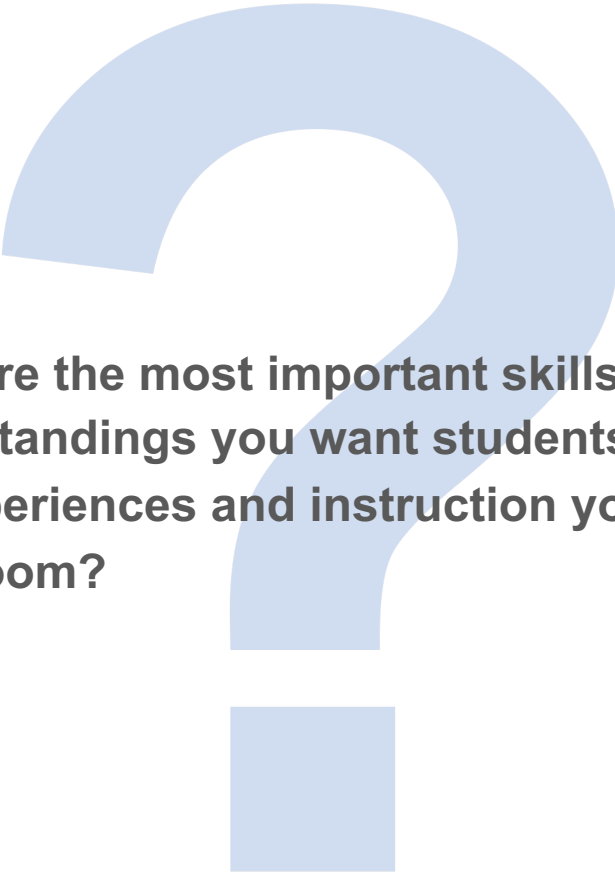


Why New Arts Standards?

Content and practice within the Art world have expanded; education practice has evolved.

- New media are evolving (media arts)
- Technology has changed access to viewers and presentation venues
- Many contemporary artists place less emphasis on formal properties and more emphasis on ideas
- Artists collaborate with other artists and professionals
- Artists facilitate collaborative interactions with the viewer
- Technology has changed both content and the way learning takes place
- Emphasis on communication skills and collaboration
- Need for creative problem solvers in the workforce
- Higher level thinking has become a focus
- Recognition of relationships and interdisciplinary learning (STEAM)

Think



What are the most important skills and understandings you want students to gain from the Art experiences and instruction you provide in your classroom?

What is “Art?”

The NYS Learning Standards for the Arts refer to “artistic work” as both artifact and action.

In the New York State Learning Standards for the Arts, the word “art” is used in the classificatory sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.” An important component of a quality Visual Arts education is for students to engage in discussions about honorific definitions of art: identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions, and discussing their own understandings of the characteristics of “good art.”

Art is Fundamental

**The Visual Arts are an
integral part of the human
experience**

The Visual Arts have roots in every culture and historical period throughout time. They reach across stereotypes, religion, socioeconomic situations, and prejudices, allowing for deep global connections.

Education in the Visual Arts is fundamental if students are to become informed and contributing members of the world community. Visual Arts Education is about creating, enjoying, and engaging with art for a lifetime.

Visual Arts Education assists students in developing the many facets of multiple intelligences while providing meaningful learning opportunities and helping to develop critical and creative thinking skills.

Through the Visual Arts, students are provided with opportunities to discover, develop, and actualize their own unique potential and understand themselves and their relationship to the world.

Visual Literacy

**Visual Art Education
engages tools for
navigating the world within
and outside of the Arts**

Visual Arts study is essential to developing a key 21st century skill, Visual Literacy. Visual literacy permits students to become active initiators, rather than passive receivers, of image-based communication, and to understand how messages, information, and meaning are conveyed through organization and presentation of image(s) and images-with-text. Students become aware of how images are also used to influence ideas, sell products, etc. and are equipped to mediate imagery's impact, and choose (or not) to be influenced.

Creativity & Innovation

Creativity and innovation are essential components of sequential instruction in the visual arts.

Creativity and innovation are critical to the value of visual arts in the school curricula. Visual Art fosters innovative thought. Innovations lead to new understandings and helps individuals and cultures to advance. The thinking skills fostered by participation in the Visual Arts are essential to innovative, interdisciplinary problem-solving. A summary of innovative skills fostered by Visual Arts instruction includes

- **Curiosity**, a habit of asking good questions and a desire to understand more deeply
- **Collaboration**, which begins with listening to and learning from others who have perspectives and expertise different from your own
- **Associative or integrative thinking**
- **A tendency toward action and experimentation**

Visual and Media Arts

The standards recognize Media Arts as a discipline while retaining the essential relationship between Visual and Media Arts

The 1996 standards recognized four arts disciplines—Dance, Theater, Music, and Visual Arts. Media Arts were included as a subset of the Visual Arts. In response to enormous technological change and development in art forms, the 2015 National Core Arts Standards and, in turn, the 2017 NYS Learning Standards for the Arts list Media Arts as a separate discipline in order to highlight their unique working methods, forms, and outcomes; and to encourage interdisciplinary collaborations between all arts disciplines through media arts integration. However, Media Arts remains a substantial extension of Visual Arts for now and the near future, as reflected in the current Part 100 regulations.

The Visual Art Teacher and Media Arts

Parallels in the Standards encourage Visual Arts teachers to use content from both Visual and Media Arts Standards.

A focus of the Media Arts standards is to encourage the implementation of Media Arts in the Visual Art classroom as well as the Media Art classroom. Digital Arts (i.e. photography, web design, digital communication design, advertising design) and Media Arts (i.e. video production, multimedia design, virtual design, interactive design, animation, game design) courses taught to fulfil art requirements or credit should be taught by certified K-12 Visual Art Teachers with expertise in Graphic Arts/Media Arts. Arts Professionals (i.e. “teaching artists” can be a valuable resource to support the Art teacher in implementing a Media Arts experience or program.

Career Pathways

Visual and Media Arts students develop skills that prepare them for careers both within and outside the arts.

The Visual and Media Arts offer endless viable opportunities for students to pursue jobs that are both creative and financially rewarding. Career avenues may include fine art and design avenues including museum and gallery work, art historian, art conservation, fashion, marketing, costume and set design, industrial design, printing and publication, web design, graphic design, photography, animation, video gaming, broadcasting, filmmaking, and many more.

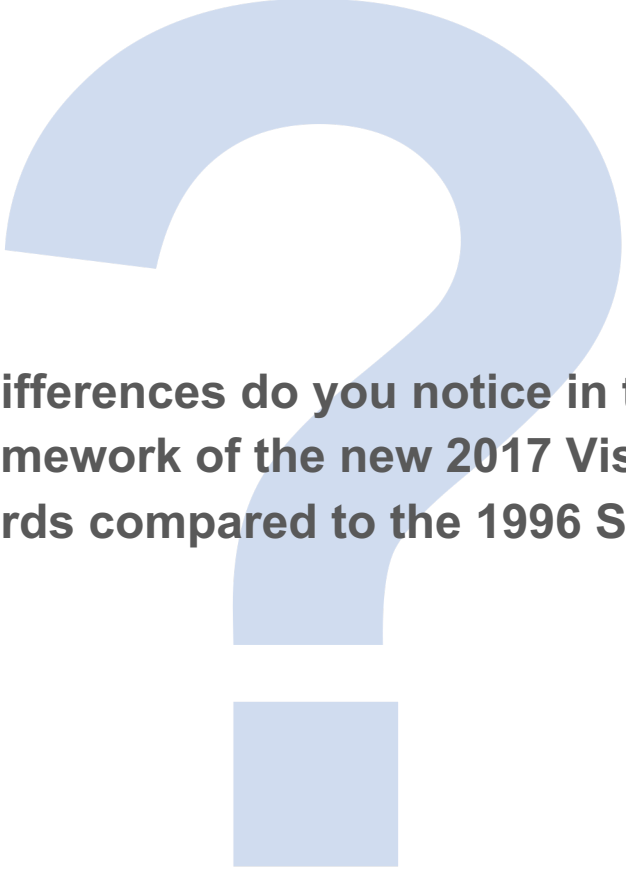
Students who participate in the Arts also develop creative thinking and problem-solving skills that are highly sought after in career fields outside the arts.

Navigating the Standards

The Visual Arts Standards are based on the National Core Arts Standards and a “Backward Design” curriculum model. They are guided by Enduring Understandings and Essential Questions.

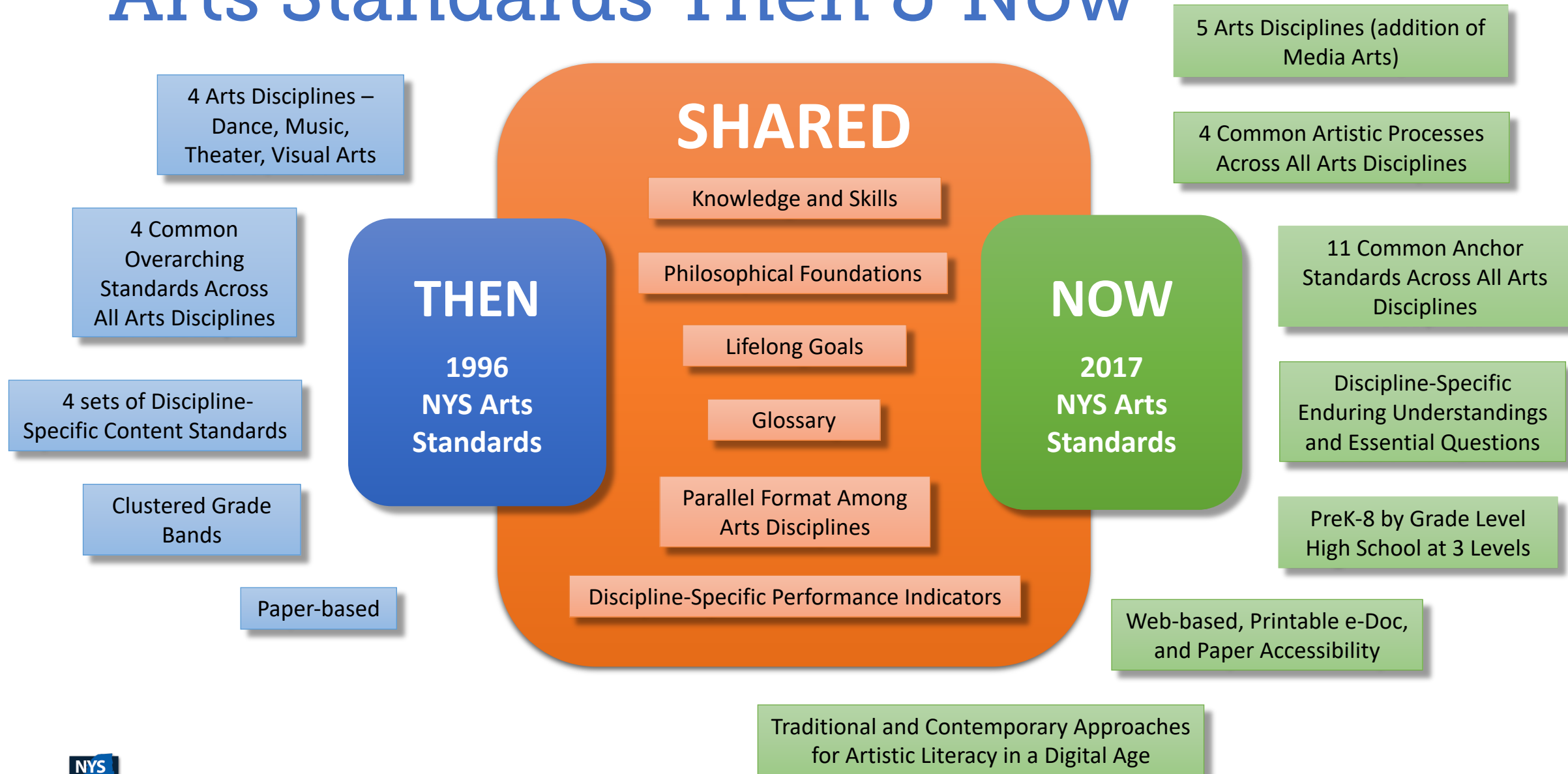


Think



What differences do you notice in the structure and framework of the new 2017 Visual Arts Standards compared to the 1996 Standards?

Arts Standards Then & Now



Anatomy of a 1996 Standard

The following slide provides a close-up look at a 1996 VISUAL ARTS standard.

The first column shows the overarching standard, applicable to all grade levels and the four arts forms recognized in the 1996 standards (Dance, Music, Theater, and Visual Arts). The portion in bold type is the part most remembered and cited. The rest of the description is written in paragraph form and expands on the idea in bold text.

The middle column shows the discipline-specific Standard for the *Commencement General Education Level* (the High School one-unit requirement usually met in grade 9—comparable

to the HSI level in the 2017 standards). It is also written in paragraph form and contains several key ideas.

Column three reveals the Performance Indicators that describe more specific learning goals for this standard and grade level/band. The discipline-specific standard and accompanying Performance Indicators are targeted to a particular discipline and grade level/band; these change for each discipline and grade level/band. Although only four Standards were present in the 1996 Standards, each contained a lot of text and several discreet ideas or skills were rolled into one Standard.

1996 Visual Arts Standard

All ARTS Standard

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts

VISUAL ARTS Commencement Level Standard

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

VISUAL ARTS Performance Indicators

- (a) Create a collection of artwork, in a variety of mediums, based on individual and collective experiences to explore perceptions, ideas, and viewpoints
- (b) Create artworks in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images
- (c) Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition
- (d) Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly

same for all levels

different for each level

different for each level

Anatomy of a 2017 Standard

The following two slides provide a close-up look at a 2017 VISUAL ARTS and 2017 MEDIA ARTS standard.

Like the 1996 standards, the 2017 standards utilize Overarching Standards—now called Anchor Standards—that extend across disciplines and grade levels. A 2017 Anchor Standard is shown in Column 1 for each of the following examples. It is a succinct statement that contains a single key idea.

The 2017 Standards contain 11 Anchor Standards compared to the 4 Overarching Standards used prior. The increase in number is not due to increased content; content has been redistributed in shorter “bytes” designed to make navigation simpler and more intuitive.

An Enduring Understanding and one or more Essential Questions accompany the Anchor Standard, providing a discipline-specific interpretation of the standard. Note the similarities and differences between the Visual Arts and Media Arts examples provided.

Column 2 in each example slide shows a grade level performance indicator. Performance indicators are provided for every grade level pre-K through 8 and three high school levels (proficient, accomplished, and advanced).

Take a few minutes to look back and forth at 1996 and 2017 Standard examples, noting that how the new Standards and Performance Indicators are designed to be easy to identify, navigate, and use.

2017 Visual Arts Standard

Anchor Standard VA:Cr.1

Generate and conceptualize artistic ideas and work.

Enduring Understanding:

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?

same for all grade levels

Performance Indicator VA:Cr1.1.HSI

Use multiple approaches to begin creative endeavors.

different for each grade level

2017 Media Arts Standard

Anchor Standard MA:Cr.1

Generate and conceptualize artistic ideas and work.

Enduring Understanding:

Media arts ideas and works are shaped by the imagination, creative processes, artistic traditions, and experiences.

Essential Questions:

How do media artists generate ideas?

How can ideas for media arts productions be formed and developed to be effective and original?

same for all grade levels

Performance Indicator MA:Cr1.1.HSI

Use identified generative methods to formulate multiple ideas and develop artistic goals for media art work .

different for each grade level

Four Processes

The VISUAL ARTS Standards are organized in four Processes



Creating

Conceiving and
developing
new artistic
ideas
and work



Presenting

Interpreting
and sharing
artistic
work



Responding

Understanding
and evaluating
how the arts
convey
meaning



Connecting

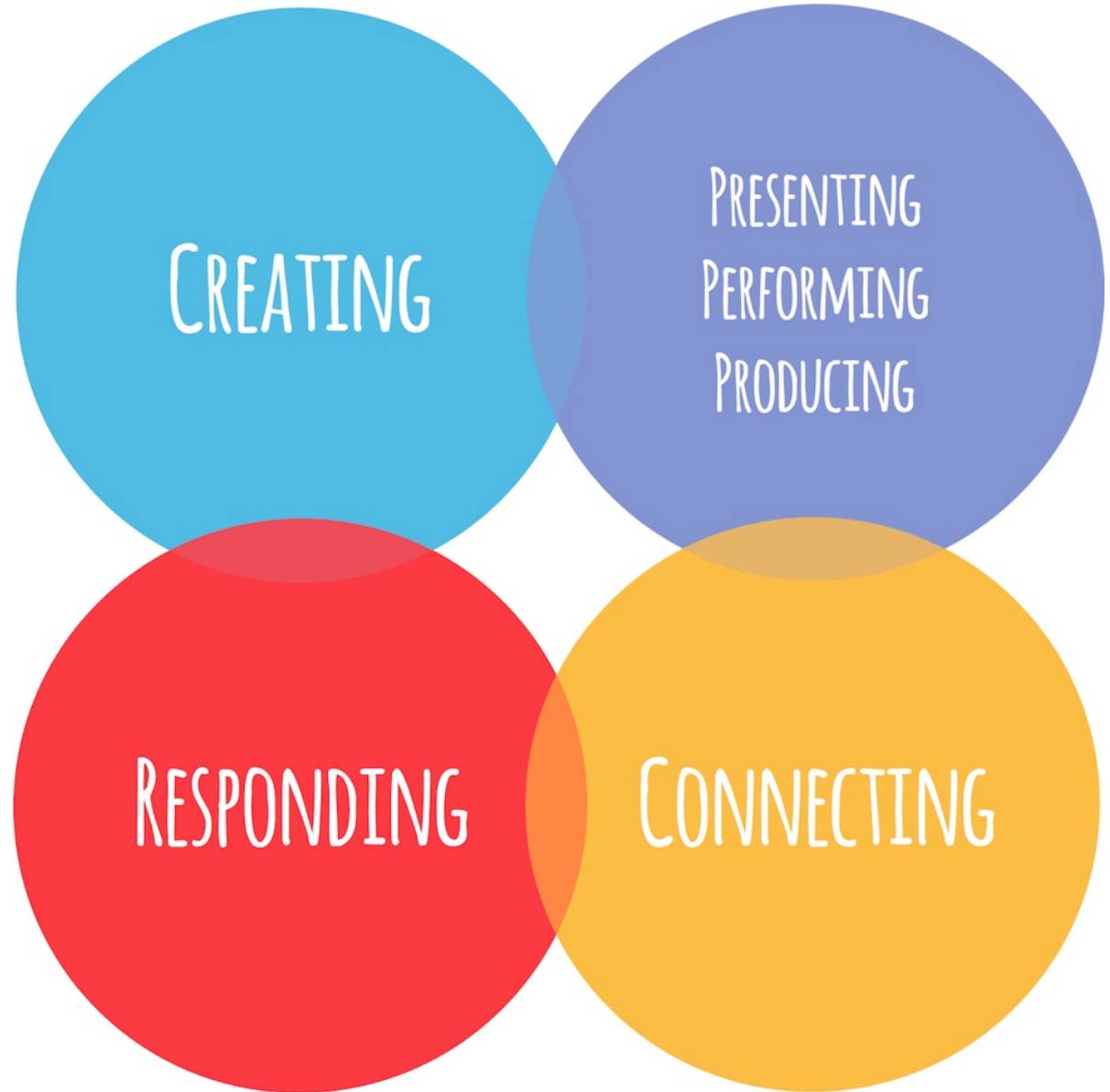
Relating artistic
ideas and work
with personal
meaning and
external context

Connections among the Processes

The four Processes are used as the first level of organization for the Arts Standards.

While they are represented separately and in a linear order in the standards tables, there is often overlap among the Processes.

Within any given lesson or unit, several Processes—and Standards—may be engaged at once during the learning process.



Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

Cr

Pr

Re

Cn

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Presenting

4. Select, analyze, and interpret 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 meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

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

Anchor Standards Posters

The Anchor standards elaborate on the Artistic Processes of Creating, Performing/Presenting/Producing, Responding, and Connecting. A color-coding system makes it easy to break the standards into process categories and simplifies searching for information in the chart. Anchor Standards posters are available on the NYSED Arts Standards page.

New York State Learning Standards for the Arts		
..... Shared by all ARTS disciplines		
Artistic Processes		Anchor Standards
Cr Creating Conceiving and developing new artistic ideas and work.	Performing Music • Dance • Theater	Realizing artistic ideas and work through interpretation and presentation.
	Pr Presenting Visual Arts	Interpreting and sharing artistic work.
	Producing Media Arts	Realizing and presenting artistic ideas and work.
Re Responding Understanding and evaluating how the arts convey meaning.		
Cn Connecting Relating artistic ideas and work with personal meaning and external context.		

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
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.

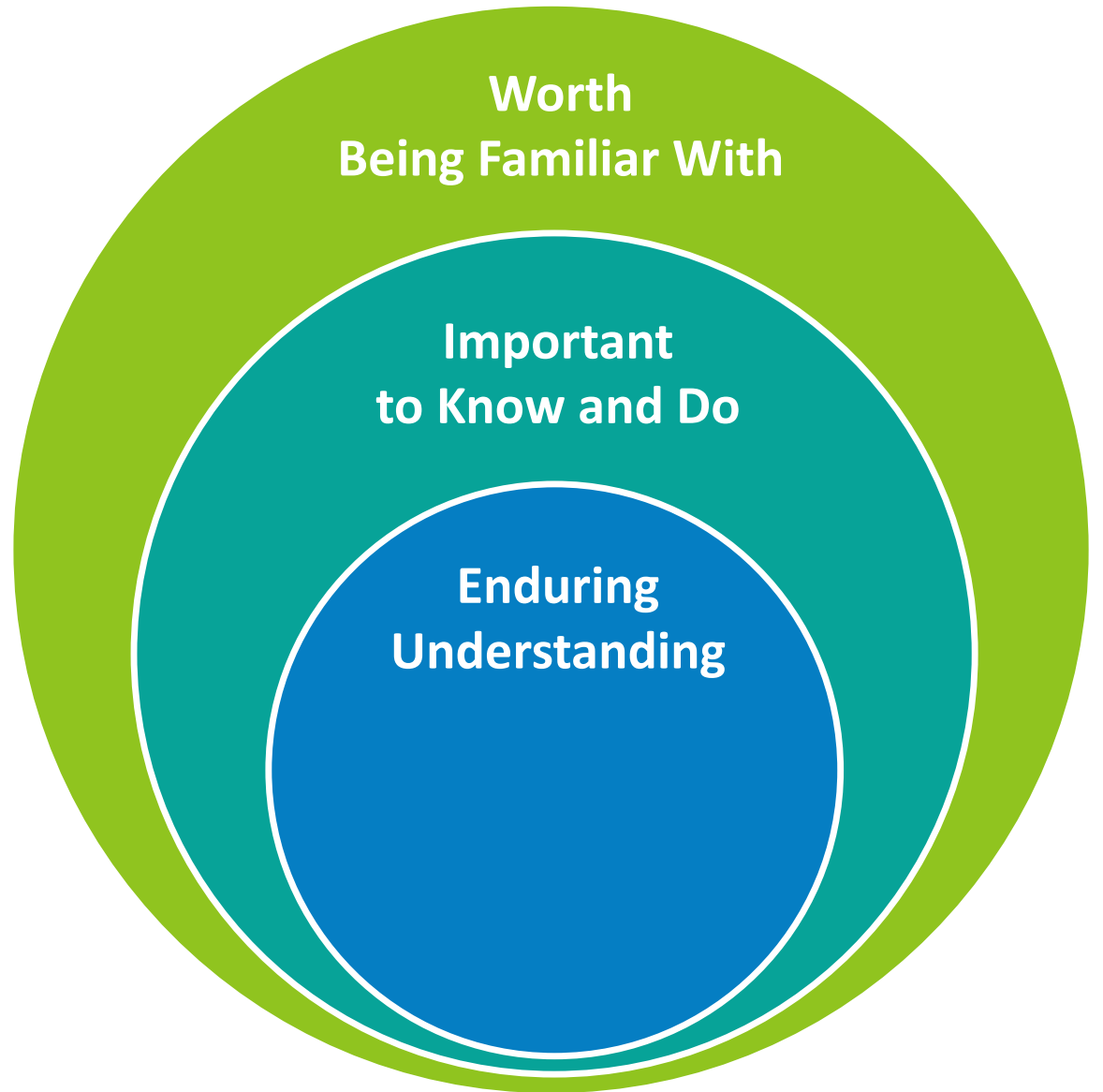
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Enduring Understandings

The New York State Learning Standards for the Arts are based on a “backward design” curriculum model. Backward design prioritizes learning goals over activities, products, or instructional process.

The ultimate goal is understanding. Knowing, doing, making, and experiencing are means to get to UNDERSTANDING.

Enduring Understandings (EUs) represent the core learning goals—the Big Ideas—that students will retain long after the details have faded.



Enduring Understandings Posters

Enduring Understandings within the Arts Standards are discipline specific. They represent the key ideas contained in the Anchor Standards as seen through the lens of the specific Arts Discipline.

Each Anchor Standard is subdivided into one or more Enduring Understandings, which represent the most important learning needed to meet the Standard.

VISUAL ARTS ~ New York State Learning Standards for the Arts			
Shared by all ARTS disciplines		Discipline-Specific	
Artistic Processes	Anchor Standards	Process Components	Enduring Understandings
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	INVESTIGATE, PLAN, MAKE	1.1 Creativity and innovative thinking are essential life skills that can be developed. 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
	2. Organize and develop artistic ideas and work.	INVESTIGATE CONSIDER, RESPECT MAKE	2.1 Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches. 2.2 Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork. 2.3 People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.
	3. Refine and complete artistic work.	REFLECT, REFINE, CONTINUE	3.1 Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.
Pr Presenting Interpreting and sharing artistic work.	4. Select, analyze, and interpret artistic work for presentation.	SELECT, PRESERVE	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.
	5. Develop and refine artistic techniques and work for presentation.	CURATE	5.1 Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.
	6. Convey meaning through the presentation of artistic work.	SHARE, RELATE	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.
Re Responding Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze artistic work.	PERCEIVE ANALYZE	7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world. 7.2 Visual imagery influences understanding of and responses to the world.
	8. Interpret meaning in artistic work.	INTERPRET	8.1 People gain insight into meanings of artwork by engaging in a process of art criticism.
	9. Apply criteria to evaluate artistic work.	EVALUATE	9.1. People evaluate art, based on various criteria
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	SYNTHESIZE RELATE	10.1 Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 11.1 Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.
	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.	INTERRELATE, EXTEND	11.2 Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.

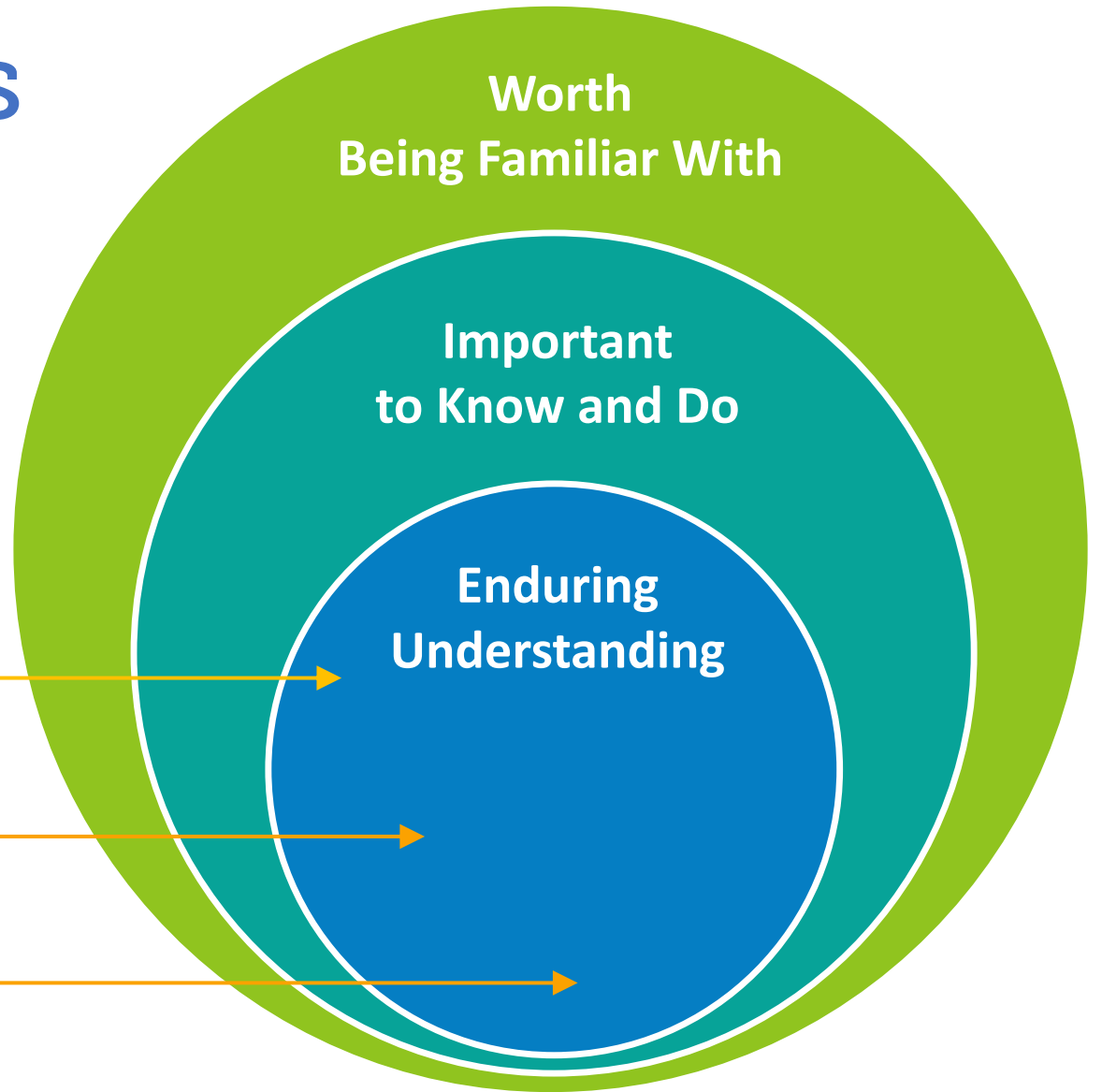
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Essential Questions

Each Enduring Understanding is supported by **Essential Questions (EQs)** that guide student inquiry toward the Enduring Understandings and, ultimately, achievement of the Anchor Standards.

Essential Questions are provocative, open-ended questions that provide avenues for investigation.



Essential Question

Essential Question

Essential Question

EU/EQ Posters

EU/EQ Tables show the relationship among Artistic Processes, and Anchor Standards with Visual Arts specific Enduring Understandings and Essential Questions.

VISUAL ARTS ~ New York State Learning Standards for the Arts					
Shared by all ARTS disciplines			Discipline-Specific		
Artistic Processes	Anchor Standards	Process Components	Enduring Understandings		Essential Questions
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	INVESTIGATE, PLAN, MAKE	1.1	Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> What conditions, attitudes, and behaviors support creative risk-taking and innovative thinking? How does collaboration expand the creative process?
		INVESTIGATE, PLAN, MAKE	1.2	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	<ul style="list-style-type: none"> 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?
		INVESTIGATE	2.1	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.	<ul style="list-style-type: none"> 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?
	2. Organize and develop artistic ideas and work.	CONSIDER, RESPECT	2.2	Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.	<ul style="list-style-type: none"> 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?
		MAKE	2.3	People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.	<ul style="list-style-type: none"> 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?
	3. Refine and complete artistic work.	REFLECT, REFINE, CONTINUE	3.1	Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> 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?
Pr Presenting Interpreting and sharing artistic work.	4. Select, analyze, and interpret artistic work for presentation.	SELECT, PRESERVE	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.	<ul style="list-style-type: none"> 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?
	5. Develop and refine artistic techniques and work for presentation.	CURATE	5.1	Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.	<ul style="list-style-type: none"> 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?
	6. Convey meaning through the presentation of artistic work.	SHARE, RELATE	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.	<ul style="list-style-type: none"> 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?
Re Responding Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze artistic work.	PERCEIVE	7.1	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.	<ul style="list-style-type: none"> 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?
		ANALYZE	7.2	Visual imagery influences understanding of and responses to the world.	<ul style="list-style-type: none"> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
	8. Interpret meaning in artistic work.	INTERPRET	8.1	People gain insight into meanings of artwork by engaging in a process of art criticism.	<ul style="list-style-type: none"> 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?
	9. Apply criteria to evaluate artistic work.	EVALUATE	9.1.	People evaluate art, based on various criteria	<ul style="list-style-type: none"> 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?
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	SYNTHESIZE	10.1	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> How does creating art enrich people's lives? How does making art affect people to their surroundings? How does artmaking contribute to awareness and understanding of one's lives and the lives of others in the community?
		RELATE	11.1	Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.	<ul style="list-style-type: none"> 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?
	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.	INTERRELATE, EXTEND	11.2	Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.	<ul style="list-style-type: none"> 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?

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Grade Level Performance Indicators

The Standards include Performance Indicators by grade level for Pre-K to 8 and three achievement levels for High School. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the Standards.

VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8												
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												
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 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.

VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9												
Anchor Standard 9 Apply criteria to evaluate artistic work.												
Enduring Understanding 9.1 People evaluate art, based on various criteria.												
Essential Questions												
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.

Visual and Media Arts Parallel Content

The Standards writers recognized the importance of the inherent relationship of Visual and Media Arts. The table to the right shows Visual and Media Arts side by side in an alignment crosswalk. Visual and Media Arts teachers can easily work with both Visual and Media Arts standards since the content is parallel. Key ideas are found in similar locations as you look through the Visual Arts and Media Arts At-Glance documents.

NYS Revised Visual and Media Arts Standards	
VA Draft Standard	MA Draft Standard
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.	Enduring Understanding: Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.
Essential Questions: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does personal reflection and group critique help us develop more effective artistic work?	Essential Questions: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
VA:Cr3.1.Pk Share and talk about personal artwork.	MA:Cr3.1.Pk With support, capture media arts content.
VA:Cr3.1.K Reflect on and explain the process of making art.	MA:Cr3.1.K With support, capture and experiment with media arts content.
VA:Cr3.1.1 Use art vocabulary to describe choices.	MA:Cr3.1 With support, capture and assemble media arts content.
VA:Cr3.1.2 Discuss and reflect with peers about choices made in creating artwork.	MA:Cr3.1.2 Create, assemble, and unify media art content with adjustments and refinements.
VA:Cr3.1.3 Elaborate by adding details in an artwork to enhance emerging meaning.	MA:Cr3.1.3 Create, analyze, and refine media art choices. Discuss how refinements and adjustments affect the completed media artwork.

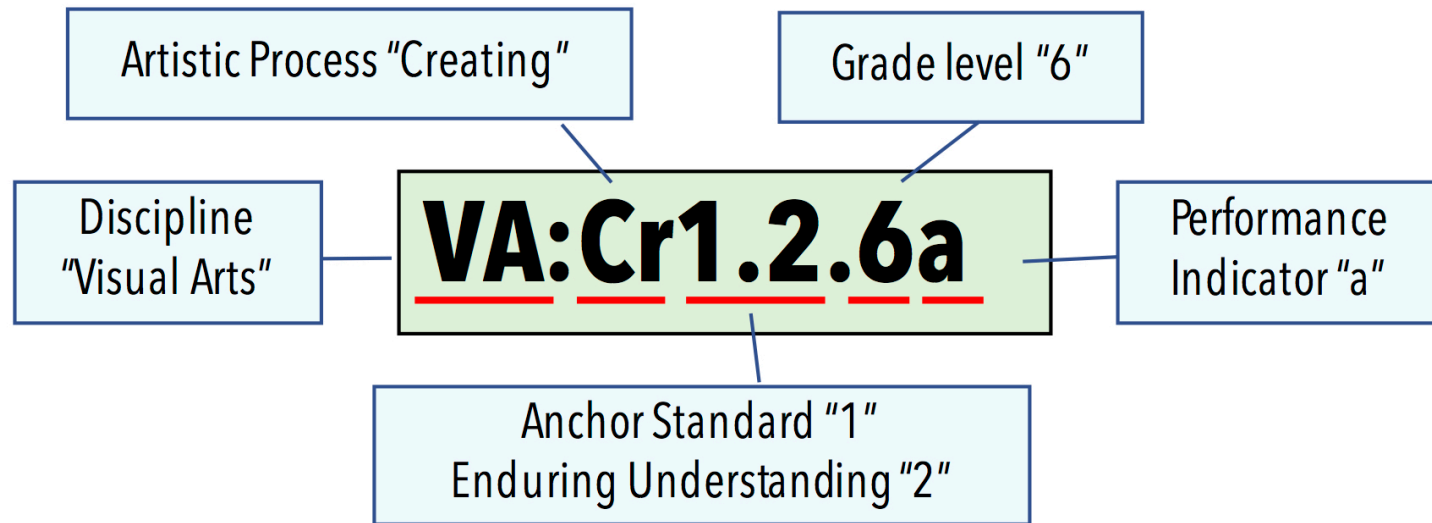
Visual and Media Arts Shared Vocabulary

The Visual and Media Arts Glossaries are cross-referenced so you can see which terms are shared between the two disciplines. For all shared terms you will find a common definition.

The letters “MA” in the next-to-right-hand column indicate that part or all of the definition is the same in the New York State Visual Arts and Media Arts standards.

Definitions	Shared with Media Arts	NYS additions to NCAS
A		
<p>Aesthetic Specific artistic awareness, or a deep appreciation of the meaning of an artistic experience through intellectual, emotional, and sensual responses to a work of art. In some cases, it is a set of principles underlying and guiding the work of a particular artist or artistic movement.</p>	MA	✓
<p>Aesthetics The philosophical inquiry into the nature of what makes a work of art a “work of art,” and not just an object; our response to the work, and the resulting examination of our values concerning art. Other aesthetic inquiries include questions like <i>who is the artist?</i> or <i>when or under what circumstances is a work art?</i> Aesthetics can change over time, in response to context and culture.</p>	MA	✓
<p>Analyze Examine methodically and in detail the constitution or structure of something, typically for purposes of explanation, interpretation, or deeper understanding.</p>	MA	✓
<p>Appropriation The intentional borrowing, copying, and altering of pre-existing images and objects.</p>	MA	

Visual Arts Standards Coding



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.

The Anchor Standards (AS) are the same across all arts disciplines. However, each arts discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU).

EUs guide the content of the Performance Indicators (PI).

Some Anchor Standards in some of the arts disciplines have more than one EU.

Visual Arts Standards Coding (continued)

Visual Arts Example

Performance Indicator

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

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary.

6th	7th
VA:Cr1.2.6	V
a. Use brainstorming to formulate an artistic investigation of personally relevant content for creating art.	a to w to g

- Discipline “Visual Arts”
- Artistic Process “Creating”
- Anchor Standard “1”
- Enduring Understanding “2”
- Grade Level “6”
- Performance Indicator “a”

New and Noteworthy

This section focuses on what is most notable within the content of the new Standards so you'll know where to look and what you can refer to as you develop curriculum.



Cr

Initiating and Developing Ideas

Anchor Standard 1

Anchor Standard 1 indicates that creation begins with the generation of ideas, even before an artist engages materials. The Standards suggest that the teacher is not responsible for all of the idea generation and that the students should do more than carry out steps toward completion of a predetermined product.

VISUAL ARTS ~ Creating ~ Conceiving and developing								
Anchor Standard 1: Generate and conceptualize artistic ideas and work.								
Anchor Standard 1.1 Creativity and innovative thinking are essential life skills that can be developed.	Essential Questions <ul style="list-style-type: none"> What conditions, attitudes, and... How does collaboration expand... 	Kindergarten VA:Cr1.1.K a. Engage in exploration and imaginative play with materials.	1st VA:Cr1.1.1 a. Engage collaboratively in exploration and imaginative play with materials.	2nd VA:Cr1.1.2 a. Collaboratively brainstorm approaches to an art or design problem.	3rd VA:Cr1.1.3 a. Elaborate on a selected imaginative idea.	4th VA:Cr1.1.4 a. Brainstorm multiple artmaking approaches to a creative art or design problem.	5th VA:Cr1.1.5 a. Combine ideas to generate an innovative idea for artmaking.	6th VA:Cr1.1.6 a. Collaboratively exchange and view innovative creat...
Anchor Standard 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	Essential Questions <ul style="list-style-type: none"> How does knowing the contexts, of art and design? Why do artists and designers follow... How do artists and designers develop artistic investigations? 	Kindergarten VA:Cr1.2.K a. Engage collaboratively in creative artmaking in response to an artistic problem.	1st VA:Cr1.2.1 a. Use observation and exploration in preparation for making a work of art.	2nd VA:Cr1.2.2 a. Create art or design with various materials and tools to explore personal interests, questions, and curiosity.	3rd VA:Cr1.2.3 a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking	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.	5th VA:Cr1.2.5 a. Identify and demonstrate diverse strategies for artistic investigation to choose an approach for beginning a work of art.	6th VA:Cr1.2.6 a. Use br al form inve pers cont art.

Think

Who generates the ideas in your classroom?

How can you prompt students in thought-provoking ways to enable them to generate original ideas?

How can you build in student choice and decision-making while still scaffolding their learning and supporting their success?



Individual and Collaborative Work

Performance Indicator VA:Cr1.1.1

is the first place we see collaboration appear in the Visual Arts standards.

Collaboration is a recurring theme throughout the standards and is a characteristic of contemporary practice, in which artists collaborate with other artists and professionals outside the art field to realize artistic work.

VISUAL ARTS ~ Creating ~ Conceiving and developing

Generate and conceptualize artistic ideas and work.

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

- Essential Questions**
- What conditions, attitudes, and behaviors...
 - How does collaboration expand the creati...

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
Use imagination and materials to create art.	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 perspectives to generate Innovative ideas for creating art.

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, of art and design?
 - Why do artists and designers follow or break with traditions?
 - How do artists and designers determine new artistic investigations?

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
Use materials creatively in artmaking in response to an art 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 investigate and formulate an artistic investigation personally relevant content for creating art.

Cr Artistic Investigation

Enduring Understanding 1.2 states that "Artists and designers shape artistic investigations." How can you frame artistic problems so students can "investigate?" How do you help students generate original problems and solutions as they work?

VISUAL ARTS ~ Creating ~ Conceiving an							
Standard 1 Generate and conceptualize artistic ideas and work.							
Understanding 1.1	Creativity and innovative thinking are essential life skills that can be developed.					Essential Questions	<ul style="list-style-type: none"> • What conditions... • How does colle...
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		
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 generate innovative artmaking		
Understanding 1.2	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.					Essential Questions	<ul style="list-style-type: none"> • How does know... • Why do artists... • How do artists...
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		
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	a. Work individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers.	a. Identify demonstr strategies artistic investig choose an for begin		



Safety and Responsibility

Enduring Understanding 2.2 emphasizes artistic safety and responsibility. How do artists navigate copyright, safety, environmental concerns, and responsibility in the production and sharing of images? How do digital and online opportunities for gathering resources and sharing images affect these responsibilities and concerns?

	Kindergarten VA:Cr2.1.K a. Through experimentation, build skills in various media and artmaking approaches .	1st VA:Cr2.1.1 a. Explore uses of materials and tools to create works of art or design.	2nd VA:Cr2.1.2 a. Experiment with various materials and tools to explore personal interests in a work of art or design.	3rd VA:Cr2.1.3 a. Create artwork using a variety of artistic processes and materials .	4th VA:Cr2.1.4 a. Explore and invent artmaking techniques and approaches .
Enduring Understanding 2.2	Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.				Essential Questions <ul style="list-style-type: none"> • How do artists... • Why is it important to use tools, and... • What ethical... • What responsibilities...
	Kindergarten VA:Cr2.2.K a. Identify safe art materials , tools, and equipment.	1st VA:Cr2.2.1 a. Demonstrate safe and proper procedures for using materials , tools, and equipment.	2nd VA:Cr2.2.2 a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	3rd VA:Cr2.2.3 a. Demonstrate an understanding of the safe and proficient use of materials , tools, and equipment for a variety of artistic	4th VA:Cr2.2.4 a. Utilize and care for materials , tools, and equipment in a safe manner.



Traditional and Contemporary

Performance indicators in **Anchor Standard 3** and throughout the **CREATING** standards refer to traditional and contemporary practice. Do you include contemporary artists in your references to students? How are contemporary approaches different from traditional ones? Why are both important for students to experience and understand?

VA:Cr2.3.6 a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.	VA:Cr2.3.7 a. Apply visual organizational strategies to design and produce a work of art or design that clearly communicates information or ideas.	VA:Cr2.3.8 a. Select, organize, and design images and text to make visually clear and compelling artistic work .	VA:Cr2.3.HSI 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.	VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues.	VA:Cr2.3.HSIII a. Demonstrate in works of art or design how visual culture and material culture define, shape, enhance, inhibit, and/or empower people's lives.
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Developing new artistic ideas and work ~ 3

Revising, refining, and developing work? How do critique help us to develop more effective artistic work?

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

6th VA:Cr3.1.6 a. Reflect on whether personal artwork effectively communicates meaning and revise accordingly.	7th VA:Cr3.1.7 a. Reflect on and explain important information about personal artwork, in an artist statement or in another format.	8th VA:Cr3.1.8 a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	HS Proficient VA:Cr3.1.HSI a. Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.	HS Accomplished VA:Cr3.1.HSII 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.	HS Advanced VA:Cr3.1.HSIII a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic
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Presenting

Presenting—considering the role and means of connecting to an audience—is a new addition to the NYS Visual Arts Standards. When implementing this in a curriculum, consider the need to maintain a balance between self-expression; use of conventions, such as form and structure; and understanding how the role of the audience is important in the development of visual arts curricula.

VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work						
4th grade: analyze and interpret artistic work for presentation.						
Curators, and other arts professionals consider a variety of factors when analyzing and selecting objects, artifacts, and artwork for preservation.						
Essential Questions						
<ul style="list-style-type: none"> 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? 						
4th 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
a. Analyze how technologies have affected the preservation and presentation of artwork.	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.
5th grade: refine artistic techniques and work for presentation.						
Artists, and other arts professionals engage appropriate methods when preparing artwork for presentation and preservation.						
Essential Questions						
<ul style="list-style-type: none"> What factors and methods are considered when preparing artwork for presentation and preservation? How does the presentation of artwork affect how the viewer perceives it? 						
5th 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
a. Analyze various technologies used in the presentation of artwork.	a. Distinguish between preservation and presentation .	a. Identify exhibit technologies used in the presentation of artwork.	a. Analyze various technologies used in the presentation of artwork.	a. Develop a logical preservation and presentation plan.	a. Analyze and compare preservation and presentation methods.	a. Individually or collaboratively, analyze and compare preservation and presentation methods.

Think



Are there any lessons you already do that incorporate PRESENTING?

How could you add a PRESENTING component to an existing lesson?



Presenting

Anchor Standards 4 and 5 deal with the presentation of artistic work. Anchor Standard 4 refers to the selection of work for presentation. Anchor Standard 5 refers to the selection of materials, environment, venue, and other factors that affect the presentation—and ultimately the interpretation—of the work.

VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work						
Anchor Standard 4: Organize and interpret artistic work for presentation.						
Curators, and other arts professionals consider a variety of factors when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.						
Essential Questions						
<ul style="list-style-type: none">• 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 and preservation?						
1.1.1	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
Organize artwork based on a concept or 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.
VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work						
Anchor Standard 5: Refine artistic techniques and work for presentation.						
Artists, and other arts professionals engage appropriate methods and materials when preparing artwork for presentation and preservation.						
Essential Questions						
<ul style="list-style-type: none">• What factors and methods are considered when preparing artwork for presentation and preservation?• How does the presentation of artwork affect how the viewer perceives it?						
5.1.1	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
Prepare questions	a. Distinguish	a. Identify exhibit	a. Analyze various	a. Develop a logical	a. Analyze and	a. Individually or

Pr

Presentation and Meaning

Anchor Standard 6

suggests that the presentation of work contributes to its perceived meaning. Consider how a museum curator makes decisions about what works will be presented together. How does the grouping of the work affect how the viewer sees it and interprets meaning?

VISUAL ARTS				
Anchor Standard 6		Convey meaning through the presentation		
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.		
Pre-K VA:Pr6.1.PK	Kindergarten VA:Pr6.1.K	1st VA:Pr6.1.1	2nd VA:Pr6.1.2	3rd VA:
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. Id expl wh cult illus hist art.

Think



Can you think of a work of art that has prompted different interpretations over time, in different settings, or when juxtaposed with other work(s)?

How is the perception of a work different when it is presented online as compared to being viewed in person?



Art Criticism Models

Anchor Standards 7, 8, and 9 lead students through a process of perceiving, analyzing, interpreting, and making judgements about artistic work. Feldman’s model of art criticism is the prevailing model used in schools, but there is more than one model of art criticism. Do you need to explore new models of art criticism to take into account the varied cultural contexts in which artworks are made?

Essential Questions	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	Artistic Process Process Compo
<ul style="list-style-type: none"> 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? 	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 .	HS A VA:Re
<ul style="list-style-type: none"> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? 	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 .	Artistic Process Process Compo



Context-Based Interpretation

Anchor Standard 7

reminds us that the creation of artwork is always influenced by the circumstances in which it is made. These circumstances can be personal, historical, or cultural.

How can you include consideration of context when you model a process of art criticism for your students?

Questions				Process Component	
<ul style="list-style-type: none"> How does learning about art affect how we perceive the world? What can we learn from our responses to art? 					
5th VA:Re7.1.5 a. Compare one's own interpretation of a work of art with the interpretation of others.	6th VA:Re7.1.6 a. Identify and interpret works of art or design that reveal how people around the world live and what they value.	7th VA:Re7.1.7 a. Explain how a person's artistic choices are influenced by culture and environment, and affect the visual image that one conveys to others.	8th VA:Re7.1.8 a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	HS Proficient VA:Re7.1.HSI a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments .	HS Accomplished VA:Re7.1.HSI a. Analyze responses to art and develop own based on knowledge of and experience with art and
Essential Questions				Artistic Process Component	
<ul style="list-style-type: none"> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? 					
5th VA:Re7.2.5 a. Identify and analyze cultural associations suggested by visual imagery .	6th VA:Re7.2.6 a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	7th VA:Re7.2.7 a. Analyze multiple ways that images influence specific audiences.	8th VA:Re7.2.8 a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	HS Proficient VA:Re7.2.HSI a. Analyze the reciprocal relationship between understanding the world and experiencing imagery .	HS Accomplished VA:Re7.2.HSI a. Identify commonalities within a group of artists or visual images at a particular time from culture .



Whose Criteria?

Anchor Standard 9 asks students to consider the difference between personal preference and a criteria-based evaluation. How are criteria generated. In what ways are criteria are culturally based? How can you teach students how to generate, evaluate, and use appropriate criteria?

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 Ac VA:Re
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 context information the process construct interpret an artwork collection
Understanding and evaluating how the arts convey meaning ~ 9						
Essential Questions		<ul style="list-style-type: none"> • 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 Process Components	
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 Ac VA:Re
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 relevance used by evaluation or collection



Personal Connection

Anchor Standard 10 emphasizes the connection of personal experiences to making and perceiving artistic work. How can you help students use their own ideas and experiences to generate increasingly meaningful and personal artistic work?

Connecting ~ Relating artistic ideas and work with knowledge and personal experiences to inspire and inform artistic work				
ing by investigating and knowledge, and experiences.	Essential Questions <ul style="list-style-type: none"> • How does creating art enrich people's lives? • How does making art attune people to their surroundings? • How does artmaking contribute to a vibrant community? 			
3rd VA:Cn10.1.2	3rd VA:Cn10.1.3	4th VA:Cn10.1.4	5th VA:Cn10.1.5	6th VA:Cn10.1.6
Identify times, places, and reasons 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 foundational concepts and design principles to create art through making.



Cultural Connection

Anchor Standard 11 guides us to explore the ways in which art and design are influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape culture.

...ing ~ Relating artistic ideas and work with personal meaning and ex

... work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cul

...ence the needs, 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 cu
 - How do art and design enhance people's lives and influence culture?

1.1.2

3rd VA:Cn11.1.3
a. Recognize visual **characteristics** commonly found in works of art and design from a particular **culture**.

4th VA:Cn11.1.4
a. Connect visual **characteristics** of works of art and design to beliefs and **traditions** in a **culture**.

5th VA:Cn11.1.5
a. Explore how works of art and design contribute to the quality of life within a **culture**.

6th VA:Cn11.1.6
a. **Analyze** how works of art and design correlate with the needs, desires, beliefs, and **traditions** of a **culture**.

7th VA:Cn11.1.7
a. **Investigate** different ways that art and design can establish, reflect, and reinforce group **identity**.

8th VA:Cn11.1.8
a. Through observation, infer information about the time, place, and **culture** in which a work of art or design was **created**.

...prepares people to 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 fiel

1.2.2

3rd VA:Cn11.2.3
a. **Brainstorm** ideas for and experiment with changes to simple items used in daily life; share results.

4th VA:Cn11.2.4
a. **Brainstorm** ideas for and experiment with improvements to simple items; **evaluate**, and present results.

5th VA:Cn11.2.5
a. Apply **design thinking** strategies to identify a problem within the community, and **create** and **document** various solutions.

6th VA:Cn11.2.6
a. Compare and contrast different design solutions to a community planning problem, based on appeal, **function**, and **Innovative** quality.

7th VA:Cn11.2.7
a. Identify and explore roles and responsibilities of artists and designers within a community or **culture**.

8th VA:Cn11.2.8
a. Identify and explore careers in which **Innovation** and creative problem-solving skills are fundamental to success.

Cn Career Opportunities

Enduring Understanding 11.2 and Essential Questions focus on the innovative skills that make students college and career ready, preparing them with the creative problem-solving skills necessary for careers in the arts and highly sought after in career fields outside the arts.

- Relating artistic ideas and work with personal meaning and external influences, and how they are influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past and present.

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?

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 Proficiency VA:Cn11.1.9
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 that art and design from one culture influence artists and designers from different time periods.

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?

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 Proficiency VA:Cn11.2.9
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 skills used in developing a solution and how they can be applied to other disciplines; explore how these skills are sought-after and force attribution.



Cross-Curricular Connections

Anchor Standard 11 points out that students should understand ways that the arts connected to, have influence on and, in turn are influenced by, other areas of knowledge experience outside the arts.

Anchor Standard 11: Artistic Process • CONNECTING						
Process Component • RELATE						
1.1.5	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
How do works of art and design help us understand the lives of people of different times, places, and cultures? How do works of art and design enhance people's lives and influence 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 behavior of a society.
Anchor Standard 11: Artistic Process • CONNECTING						
Process Components • INTERRELATE, EXTEND						
1.2.5	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
Why is it important to the advancement of a society? How do skills in the arts broaden career opportunities? How do ideas and creative approaches employed in the arts support innovation in other fields?	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.

Implementing the Standards

Some things to consider as you begin to develop curriculum and/or assessment for your classroom, school, or district.



Guiding Principles

How can new standards transform old curriculum?

- **Curriculum design begins by identifying desired learning outcomes.**
How might you focus on Big Ideas and Enduring Understandings as outcomes, rather than the production of a specified product?
- **Students can make, implement, and reflect on important decisions about their own work.** How will students have opportunities to make decisions about the direction of their work?
- **Works of art embody and influence people's needs, desires, beliefs, traditions, and values.** How do beliefs, traditions and values engage students with artworks?
- **21st Century Skills focus on critical thinking, creativity, collaboration.**
Who is doing the generating of ideas and determining how the creating will unfold? How can you give your students opportunities to create and invent without constant teacher direction toward a predetermined finished product?
- **Generating and solving artistic problems prepares people to contribute to global solutions.**
How can you help students understand artistic problem solving of the past, present, and future? How do you foster a students' independent art thinking and artmaking that transcends your expectations?

Transition Steps

How can new standards transform old curriculum?

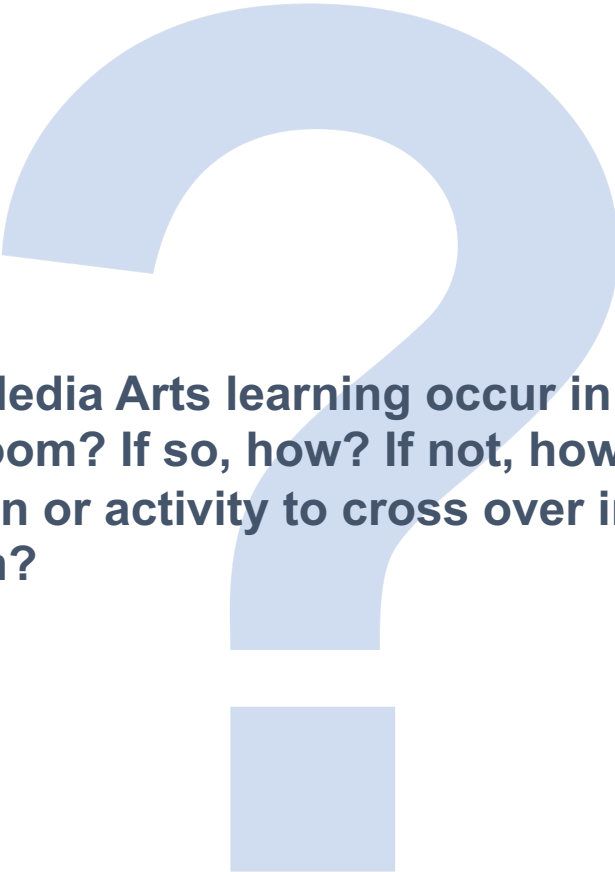
- 1. Study the new Arts Anchor Standards and Enduring Understandings for Visual Arts.**
- 2. Think over the units and lessons in your curriculum.**
 - Which Anchor Standards are fairly well represented?
 - Which Anchor Standards are not well represented, or missing altogether?
 - Which units or lessons will need little to no adaptation?
 - Which units could be expanded with a few more activities (e.g., adding a collaborative step)
- 3. Consider new units or lessons you may need to develop to meet all 11 Anchor Standards.**
 - Are there any lessons or units that should be discarded?
 - Not all 11 anchor standards need be addressed in one lesson. The weight and time devoted to each anchor standard may vary.
- 4. Consider adding at least one Media Arts unit or lesson to your curriculum.**
 - The number of Media Arts Standards, weight of each standard, and time devoted to each standard may vary depending on the Media Arts unit or lesson that is incorporated.

Next Steps

How can new standards transform old curriculum?

- 1. Review the Anchor Standards and Performance Indicators again**, paying close attention to the Enduring Understandings, Essential Questions, and Process Components to deepen student understanding.
- 2. For each unit you teach, choose developmentally appropriate Big Ideas/Enduring Understandings, and Essential Questions connected to the work students will investigate.**
These ideas and works will anchor your curriculum.
- 3. How can you deepen or expand opportunities for...**
 - Culturally responsive content and instruction?
 - Differentiated options that meet your objectives and give students investigative opportunities?
 - Media Arts (especially 4-D)?
 - A balance of traditional and contemporary art and artists?
 - A balance of art and artists from various cultures past and present?
 - Equal representation of genders among selected artists, topics, and themes?
 - Recognizing student growth as well as curriculum mastery?

Think



Does Media Arts learning occur in your Visual Arts classroom? If so, how? If not, how could you extend a lesson or activity to cross over into a media arts domain?

Additional Resources

See the Arts page on the New York State Education Department website for more resources to support the implementation of the Standards.



At-a-Glance, Glossaries, and Posters

The NYSED Arts web page provides access to many resources to support implementation of the standards.

- Anchor Standards, Enduring Understandings, and Essential Questions Posters
- Discipline Specific Comprehensive Posters
- Discipline Specific Standards At-a-Glance Documents
- Discipline Specific Glossaries

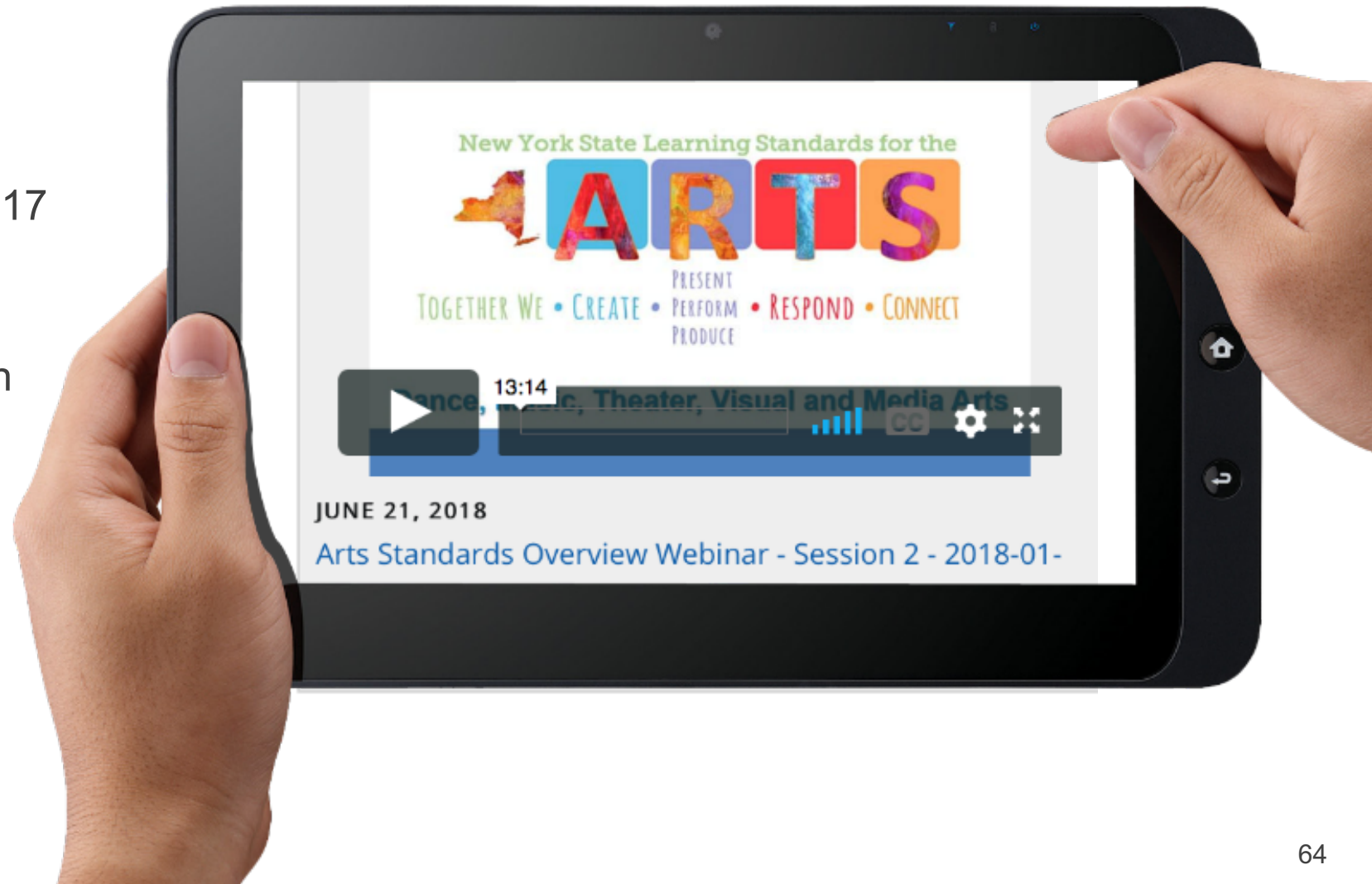
<http://www.nysed.gov/standards-instruction/arts>

The image displays a collection of resources for Visual Arts education in New York State. At the top is a large 'At-a-Glance Standards' table with columns for standards and rows for different grade levels. To the right is a 'Visual Arts Glossary' poster with a collage of art images and the text 'TOGETHER WE • CREATE • PERFORM • RESPOND • CONNECT'. Below the glossary is a 'Visual Arts At-A-Glance Standards' poster featuring a collage of students working on art projects and the same 'TOGETHER WE • CREATE • PERFORM • RESPOND • CONNECT' slogan. The posters are branded with the 'New York State Learning Standards for the ARTS' logo.

Interactive Training Webinars

The NYS Arts Standards Overview Webinars provide an in-depth narrated explanation of the Philosophical Foundations and Overarching Structure of the 2017 New York State Learning Standards for the Arts. These webinars cover what is common to all five Arts disciplines in the new Standards.

<http://www.nysed.gov/standards-instruction/arts-overview-webinars>

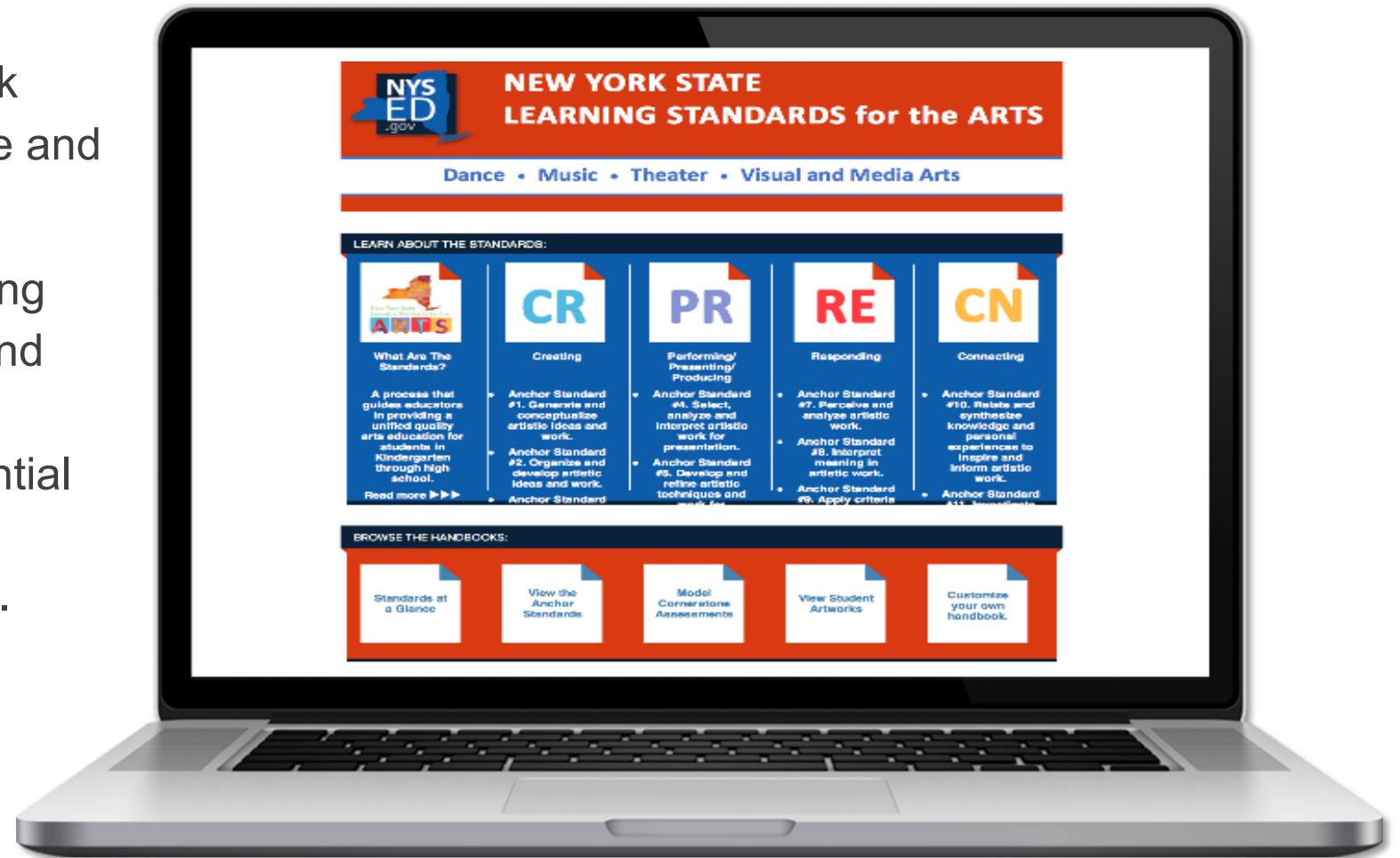


Customized Standards Workbooks

An interactive site is available to customize a Standards workbook tailored to your specific discipline and teaching level(s).

Enter your Arts discipline, teaching level, and/or other parameters and print a list of Anchor Standards, Enduring Understandings, Essential Questions and Performance Indicators specific to your needs.

<http://www.nyartsstandards.org/>



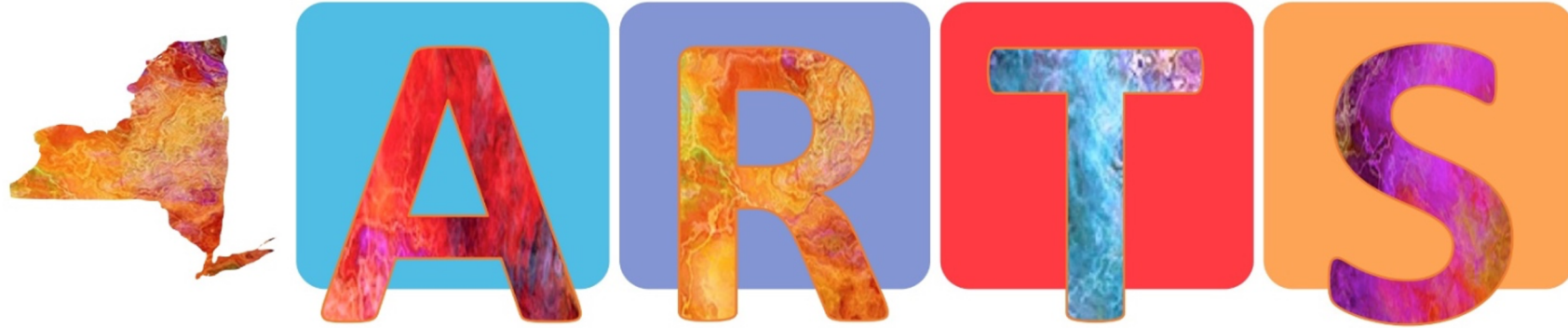
Links to Student Exemplars

The interactive New York State Arts Standards Workbooks site also provides access to National Core Arts Standards Model Cornerstone Assessments and samples of student work. Teachers can select Arts discipline, grade level(s), and Artistic Process to view examples of student works most applicable to their own teaching situation.

<http://www.nyartsstandards.org/>

The screenshot shows the website's navigation and content sections. At the top, the NYS ED .gov logo is on the left, and the title "NEW YORK STATE LEARNING STANDARDS for the ARTS" is in a red banner. Below the banner, a navigation bar lists "Dance • Music • Theater • Visual and Media Arts". The main content area is divided into two sections: "LEARN ABOUT THE STANDARDS:" and "BROWSE THE HANDBOOKS:". The "LEARN ABOUT THE STANDARDS:" section features three columns: "What Are The Standards?", "Creating" (CR), and "Performing/ Presenting/ Producing" (PR). The "BROWSE THE HANDBOOKS:" section has five buttons: "Standards at a Glance", "View the Anchor Standards", "Model Cornerstone Assessments", "View Student Artworks", and "View your handbook". A circular callout highlights the "Choose Discipline" dropdown menu, which is open and shows a list of options: "Choose", "Dance", "Dance: High School", "Media Arts", "Media Arts: High School", "Music", "Theatre" (highlighted in blue), "Theatre: High School", "Visual Arts", and "Visual Arts: High School".

New York State Learning Standards for the



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

Thank you!

For more information, please visit <http://www.nysed.gov/standards-instruction/arts>