

NOTE: The PA Curriculum Framework for Visual Art is available below by Big Idea (pp. 1-8) and by Grade Level (pp. 9-21).

**PA Curriculum Framework for Visual Art**  
**Grade Level Categorization**

Big Idea	Grade	Essential Question	Concept	Competency	Standard
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	K	How do people describe art when they make or talk about it?	Art has its own vocabulary that people use when making and talking about art.	Identify words commonly used when making and expressing ideas about art.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a>
	1	How do artists learn new skills?	Artists often repeat a task many times to learn a new skill.	Engage in a repeated artistic process and explain the benefits of repetition.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a> , <a href="#">9.1.3.H</a>
	2	What role does reflection play in improving skills and techniques?	Artists reflect on the process of making art in order to improve their skills and techniques.	Document the processes they use to produce art and reflect on how the processes have evolved through time.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a> , <a href="#">9.1.3.G</a>
	3	How does reflection influence the process and product of art-making?	Collaborative reflection is a crucial part of the art-making process, and often affects the final artwork.	Reflect with classmates on an in-process work of art and describe how that reflection affects the final product.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a>
	4	How do artists document their ideas?	Artists document ideas and observations through journals, sketchbooks, samples, models, photographs and/or electronic files/portfolios.	Document the evolution of an idea by maintaining a process portfolio	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.B</a> , <a href="#">9.1.5.C</a> , <a href="#">9.1.5.D</a> , <a href="#">9.1.5.G</a> , <a href="#">9.1.5.H</a> , <a href="#">9.1.5.K</a>
	5	Why are planning, creating, and refining essential elements of the art-making process?	Art-making is a continual process of planning, creating, and refining.	While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.B</a> , <a href="#">9.1.5.C</a> , <a href="#">9.1.5.G</a> , <a href="#">9.1.5.H</a>
	6	How do artists use the elements and principles as tools for artistic expression?	People use the elements and principles of art as tools for artistic expression.	Manipulate line, shape, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.	<a href="#">9.1.8.A</a> , <a href="#">9.1.8.B</a> , <a href="#">9.1.8.C</a> , <a href="#">9.1.8.E</a> , <a href="#">9.1.8.H</a>
	7	How does a reflective, creative process unfold over time?	The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.	<a href="#">9.1.8.A</a> , <a href="#">9.1.8.B</a> , <a href="#">9.1.8.C</a> , <a href="#">9.1.8.G</a>
	8	How do artists work in collaboration?	Artistic practice often involves collaboration among groups of people.	Collaborate with other artists to explore and invent unique solutions to problems.	<a href="#">9.1.8.A</a> , <a href="#">9.1.8.B</a> , <a href="#">9.1.8.C</a> , <a href="#">9.1.8.H</a> , <a href="#">9.1.8.K</a>
9	How do artists document the development of their artistic process?	Artists work to develop skills, techniques, and ideas in a sketchbook or visual journal to document and refine their process.	Generate a series of entries in a sketchbook or visual journal that demonstrates attention to skills, techniques, and ideas in process.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.G</a> , <a href="#">9.1.12.H</a>	

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	10	How are the elements of art and principles of design used to convey meaning in graphic design?	Artists and designers use the elements of arts and principles of design in strategic ways to convey meaning.	Create a logo in which elements and principles work together to enhance the meaning of the image and represent the personality of a company or organization.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.E</a> , <a href="#">9.1.12.H</a>
	11	How do artists use personal vision, concerns, and life experiences to create art?	Artists create works of art that communicate their personal vision, concerns and life experiences.	Develop and present a personal body of work that documents personal vision, concerns and life experiences.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.E</a> , <a href="#">9.1.12.F</a> , <a href="#">9.1.12.H</a>
	12	How do artist refine their skills to carry out intention in their artworks?	Artists refine skills and techniques to carry out their intentions in their artworks.	Create an artist statement that explains the intent of their artworks.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.E</a>
		What techniques do artists use in order to affect the way an audience responds to a work of art?	Artists use various techniques to create strong reactions to their work.	Analyze the techniques used by a controversial artist and explain how the techniques affect audience response.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.3.12.G</a> , <a href="#">9.4.12.B</a>
Artists use tools and resources as well as their own experiences and skills to create art.	K	How can many different tools be used to create one artwork?	People use a variety of tools to create art.	Describe the different functions of tools used to make art.	<a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>
	1	How do people use everyday objects to create art?	People make art from everyday objects.	Create art from everyday objects.	<a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>
	2	How might a person's past experience influence their artmaking?	Artists draw inspiration from past experiences.	Create a work of art influenced by a personal experience.	<a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a>
	3	How might the resources available to a person influence the artwork they create?	Artists make art with the resources that are available to them.	View, discuss and create works of art that use a limited type or amount of supplies.	<a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>
	4	How do artists of the past inspire future artists?	Artists sometimes use the works of others as inspiration for their own works.	Create works that are inspired by masterworks.	<a href="#">9.1.5.H</a>
	5	What can inspire artists to create a work of art?	Both natural and man-made objects can stimulate artistic responses.	Create works of art inspired by both natural and man-made objects.	<a href="#">9.1.5.H</a>
	6	How does artwork reflect an artist's beliefs and values?	Artists create work that reflects their beliefs and values.	Identify the beliefs and/or values evidenced in the work of a contemporary artist, and create a work of art that communicates one of their own values and/or beliefs.	<a href="#">9.1.8.F</a> , <a href="#">9.2.8.I</a>
	7	How are artists influenced by their experiences, emotions, ideas and	Artists produce work that is influenced by their experiences, emotions, ideas and cultures.	Create works of art that reflect their experiences, emotions, ideas and/or culture.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.H</a> , <a href="#">9.2.8.A</a>

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		cultures?			
	8	How are artists influenced by other artists and ideas?	Artists often produce work that is influenced by or references compelling ideas of other artists.	Create a work of art in response to or referring to a compelling idea presented in another artist's work.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.F</a> , <a href="#">9.1.8.H</a>
	9	How do artists use tools and techniques to convey emotion and evoke emotional response?	Artists choose tools and techniques that convey emotion and evoke emotional response.	Explain how artists choose tools and techniques to convey emotion and evoke emotional response.	<a href="#">9.1.12.E</a> , <a href="#">9.4.12.B</a>
	10	How do the artist's tools affect the outcome of a work of art?	The tools artists use influence the outcome of their artwork.	Create a set of unconventional drawing tools and use them to create a visually interesting series of images.	<a href="#">9.1.12.H</a>
	11	How does technology facilitate collaboration in the arts?	Contemporary technology allows artists, dancers, musicians, and actors to collaborate and share ideas.	Collaborate with others to create an artistic work using contemporary technologies.	<a href="#">9.1.12.H</a> , <a href="#">9.1.12.J</a> , <a href="#">9.1.12.K</a>
	12	How does a particular medium influence how an artist approaches a problem, communicates an experience or presents an idea?	Artists think differently when working through different media.	Experiment with different media to create a work of art and explain why they made choices to use each medium.	<a href="#">9.1.12.E</a> , <a href="#">9.1.12.H</a> , <a href="#">9.1.12.J</a>
The arts provide a medium to understand and exchange ideas.	K	How can art communicate an emotion?	Art can convey emotion.	Make art that conveys an emotion.	<a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a> , <a href="#">9.4.3.D</a>
	1	How do artists use their artwork to celebrate special occasions and events?	People create works of art that celebrate special occasions and events.	Create works that celebrate special occasions and events.	<a href="#">9.1.3.H</a> , <a href="#">9.2.3.F</a> , <a href="#">9.2.3.K</a>
	2	How do people use art to communicate ideas about current events in the world?	People make art to communicate ideas about contemporary events.	Make art that communicates an idea about a contemporary event.	<a href="#">9.1.3.D</a> , <a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a> , <a href="#">9.4.3.D</a>
	3	How has the definition of art changed over time?	The definition of art has changed over time as people have exchanged ideas.	Identify a contemporary work of art that would not have been considered art in another time, and describe the rationale for this choice.	<a href="#">9.1.3.F</a> , <a href="#">9.2.3.E</a>
	4	How can art tell a story?	Artwork can be used to tell a story.	Create works that tell a story.	<a href="#">9.1.5.E</a> , <a href="#">9.1.5.H</a>
	5	How can artists communicate a theme or idea through multiple individual works?	Some artists create series of individual works that share a common theme or idea.	Create multiple artworks that share a common theme or idea.	<a href="#">9.1.5.E</a> , <a href="#">9.1.5.H</a>
	6	How do ideas	Artists create art to	Create an artwork that	<a href="#">9.1.8.E</a>

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		inherent in artworks provoke, entertain, and challenge the status quo?	provoke, entertain and challenge the status quo.	challenges a current practice by promoting a new way/method.	<a href="#">9.1.8.H</a>
	7	How can artists call attention to social issues?	Artists sometimes create artwork to call attention to a social issue.	Create a work of art that calls the viewer to action.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.H</a> , <a href="#">9.2.8.I</a>
	8	Why do artists create?	Visual culture, art, and design are sometimes created to sell ideas.	Analyze a piece of visual culture that is designed to be effective in selling an idea and identify the techniques the artist uses to sell the idea.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.F</a> , <a href="#">9.1.8.I</a> , <a href="#">9.2.8.D</a>
	9	How do artists influence change?	Artists can influence change.	Create a work of art that is intended to influence change.	<a href="#">9.1.12.F</a> , <a href="#">9.1.12.H</a>
	10	How does multimedia art help people understand ideas?	Multimedia artists employ sound, image, and text together to communicate ideas.	Compose a multimedia work that uses sound, image, and text to communicate an idea.	<a href="#">9.1.12.D</a> , <a href="#">9.1.12.E</a> , <a href="#">9.1.12.J</a> , <a href="#">9.1.12.K</a>
	11	Intentionally Blank	Artists often create work based on a philosophical position.	Analyze and interpret a philosophical position and explain how it is manifested in a particular artist's work.	<a href="#">9.1.12.E</a> , <a href="#">9.2.12.I</a> , <a href="#">9.4.12.A</a>
	12	How do the arts raise awareness about social issues?	Artists often address social issues or concerns in their artwork.	Analyze and interpret the work of a contemporary artist who addresses social issues or concerns.	<a href="#">9.2.12.A</a> , <a href="#">9.2.12.D</a> , <a href="#">9.2.12.F</a> , <a href="#">9.2.12.I</a>
People have expressed experiences and ideas through the arts throughout time and across cultures.	K	Why do people create art?	People create art for a variety of purposes.	Describe purposes for art-making.	<a href="#">9.1.3.B</a> , <a href="#">9.1.3.D</a> , <a href="#">9.1.3.K</a> , <a href="#">9.2.3.E</a>
	1	How has art been used to represent and record everyday life?	Artists throughout history have created works of art that represent and record everyday life.	View and create works that record aspects of daily life.	<a href="#">9.1.3.H</a> , <a href="#">9.2.3.A</a>
	2	How do artists preserve culture?	Artists preserve culture by visually recording customs and traditions.	Make and analyze art that depicts the customs and traditions of a group of people.	<a href="#">9.1.3.F</a> , <a href="#">9.1.3.H</a> , <a href="#">9.2.3.D</a> , <a href="#">9.2.3.E</a> , <a href="#">9.2.3.F</a> , <a href="#">9.2.3.G</a>
	3	What role does art play in defining a culture?	Cultures have unique artistic traditions.	Analyze the artistic traditions evidenced in the artwork of a variety of cultures, including works by Pennsylvania artists.	<a href="#">9.2.3.A</a> , <a href="#">9.2.3.B</a> , <a href="#">9.2.3.C</a> , <a href="#">9.2.3.G</a> , <a href="#">9.2.3.H</a> , <a href="#">9.2.3.J</a> , <a href="#">9.2.3.K</a>
	4	What can we learn about an artist through their artwork?	Artwork is a reflection of the artist, and their art can help us understand the artist's era and culture.	Observe a body of work from one artist and analyze the work, citing characteristics that increase understanding of the artist's life.	<a href="#">9.1.5.E</a> , <a href="#">9.2.5.D</a> , <a href="#">9.2.5.I</a> , <a href="#">9.4.5.D</a>
	5	How does visual culture demonstrate	Artifacts of visual culture express experiences and	Analyze a contemporary visual culture artifact for the	<a href="#">9.1.5.E</a> , <a href="#">9.2.5.C</a>

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		experiences and ideas?	ideas.	ideas and experiences it communicates.	<a href="#">9.2.5.D</a> , <a href="#">9.2.5.I</a> , <a href="#">9.3.5.C</a> , <a href="#">9.4.3.B</a>
	6	What role does art play in culture?	Art plays an important role in culture.	Identify and analyze the purposes and functions of artwork in their own culture.	<a href="#">9.2.8.E</a>
	7	How do historical and cultural contexts influence how art is made and interpreted?	The historical and cultural context of a work of art influences both how it is made and how it is interpreted.	Interpret the meaning of a specific work of art in the context of the historical time and culture in which it was made.	<a href="#">9.2.8.B</a> , <a href="#">9.2.8.D</a>
	8	How are works that originate from the same time and place similar?	There are similarities between works in different arts disciplines that originate from the same time and place.	Compare a work of visual art to a work in another arts discipline (music, dance or theatre) that originates from the same time and place and list similarities between them.	<a href="#">9.2.8.C</a> , <a href="#">9.2.8.E</a> , <a href="#">9.2.8.L</a>
	9	How do artists create works that invite multiple interpretations?	Artists create works of art that invite multiple interpretations.	Document viewers' interpretations of their artwork.	<a href="#">9.2.12.I</a> , <a href="#">9.4.12.B</a>
	10	How do artists use style to express an experience or idea?	Artists work in various styles to express experiences and ideas.	Classify paintings in terms of style, e.g. photorealistic or painterly, and explain why the artist chose a particular style for each work.	<a href="#">9.2.12.C</a>
	11	How can news media's coverage of an artist influence audience perception?	The relationship between artists and news media can affect the way people perceive artists' work.	Describe how a contemporary artist's current work is presented by news media and explain how the media coverage affects audience perception of the work.	<a href="#">9.2.12.A</a>
	12	How do historical events influence the shaping of arts and culture?	Artists create works of art in response to significant events.	Create a work of art in response to a historical event that has personal significance.	<a href="#">9.2.12.B</a> , <a href="#">9.2.12.E</a>
There are formal and informal processes used to assess the quality of works in the arts.	K	How do people decide if an artwork is good?	People make judgments about the quality of artwork.	Articulate opinions about what makes art "good".	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.B</a> , <a href="#">9.3.3.C</a> , <a href="#">9.3.3.F</a>
	1	How do people decide the quality of an artwork?	People use criteria to determine the quality of works of art.	Identify reason(s) for calling a work of art "good."	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.B</a> , <a href="#">9.3.3.F</a>
	2	How do people talk about the quality of artwork?	There is a language of criticism people use when discussing the quality of a work of art.	Use a basic vocabulary of artistic criticism when viewing and discussing many different types of art.	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.B</a> , <a href="#">9.3.3.E</a> , <a href="#">9.3.3.G</a>
	3	What role does observation play in our assessment of an artwork's quality?	Observing a work of art is an important part of forming a judgment about its quality.	Closely observe a work of art and form a judgment about its quality based on this observation.	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.G</a>
	4	What role does	Describing a work of art is	Create a detailed description	<a href="#">9.1.5.A</a>

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		description play in an assessment of a work's quality?	an important component in forming a judgment about its quality.	of a work of art and identify aspects of the work that might affect its value.	<a href="#">9.1.5.C</a> , <a href="#">9.3.5.A</a> , <a href="#">9.3.5.E</a> , <a href="#">9.3.5.F</a> , <a href="#">9.3.5.G</a>
	5	Why must people be able to talk about art and have clear opinions to judge the quality of an artwork?	People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.	Articulate personal thoughts and defend a position within a critique of their own artwork.	<a href="#">9.3.5.A</a> , <a href="#">9.3.5.F</a> , <a href="#">9.3.5.G</a> , <a href="#">9.4.5.D</a>
	6	How do people compare very different artworks?	A vocabulary of critical analysis allows people to compare artworks and make judgments about quality even if the works are very different.	Analyze and compare artworks from different genres using a vocabulary of critical analysis.	<a href="#">9.3.8.A</a> , <a href="#">9.3.8.B</a> , <a href="#">9.3.8.C</a> , <a href="#">9.3.8.D</a>
	7	Why do artists engage in critical response?	Artists engage in critical response to describe, analyze, interpret, and evaluate works of art.	Engage in critical discussion with peers to describe, analyze, interpret, and evaluate a work of art.	<a href="#">9.3.8.A</a> , <a href="#">9.3.8.B</a> , <a href="#">9.3.8.C</a> , <a href="#">9.3.8.D</a> , <a href="#">9.3.8.E</a> , <a href="#">9.3.8.F</a> , <a href="#">9.3.8.G</a>
	8	How do artists assess their work at each stage of their artistic process?	Artists assess their work at each stage, making choices throughout the process of planning, creating, and exhibiting a work of art.	Document the choices they make in the stages of planning, creating and exhibiting a work of art.	<a href="#">9.3.8.A</a> , <a href="#">9.3.8.B</a> , <a href="#">9.3.8.D</a> , <a href="#">9.3.8.E</a> , <a href="#">9.3.8.F</a>
	9	How do artists assess the quality of their own artwork?	Artists assess the quality of their work using evaluation criteria that is specific to the media, material, or technique.	Evaluate the quality of a finished print using criterion appropriate for a specific type of printmaking (engraving, intaglio, linocut, etc.).	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.F</a>
	10	What role does the critique play in an artist's development?	Artists and students of art frequently engage together in formal critiques of artwork as part of the process of developing their practice.	Participate in a formal critique with peers to assess the developing qualities in their own artwork.	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.E</a> , <a href="#">9.3.12.G</a>
	11	How are philosophies made visible in art? What potential do new technologies to change the way we perceive the value of art?	Technology has the potential to change the way we perceive the value of art.	Describe the role of inventions in the history of art, e.g. how the invention of the camera influenced the valuation and perception of paintings.	<a href="#">9.2.12.J</a> , <a href="#">9.3.12.E</a>
	12	What role does analysis play in understanding and evaluating works of art?	People use analytic processes to understand and evaluate works of art.	Create a multimedia presentation designed to guide the viewer through analysis of a work using formal, contextual and intuitive criticism.	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.C</a> , <a href="#">9.3.12.E</a>

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People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	K	How do people think about art?	People have opinions about art.	Express opinions about and explain their preferences for different types of artwork.	<a href="#">9.3.3.G</a> , <a href="#">9.4.3.B</a>
	1	How do people share ideas about art?	People have different opinions about art.	Listen to classmates' ideas about an artwork and identify differing opinions.	<a href="#">9.3.3.G</a> , <a href="#">9.4.3.B</a>
	2	Why do people come to different conclusions about what an artwork means?	People have different opinions about the meaning of an artwork.	Describe the individual meaning made about works of art and acknowledge the divergent opinions of their classmates.	<a href="#">9.3.3.D</a> , <a href="#">9.4.3.A</a> , <a href="#">9.4.3.B</a> , <a href="#">9.4.3.D</a>
	3	How do observation and description help us to make meaning about a work of art?	Observation and description help us make meaning about a work of art.	Identify possible meanings of a work of art based on a close observation of the work.	<a href="#">9.4.3.A</a> , <a href="#">9.4.3.B</a>
	4	How does setting affect our judgment of a work's quality?	The setting in which we view a work can influence our judgment of the work's quality.	View works of art in different settings and describe the effect setting has on their judgment of the work's quality.	<a href="#">9.4.3.C</a>
	5	How might the setting in which an artwork is displayed affect a viewer's response?	The setting in which an artwork is displayed can affect the viewer's response to that work.	View the same artwork in different settings and explain how the setting affects viewers' response to the work.	<a href="#">9.4.5.C</a>
	6	How might we come to understand an artist's intent through the analysis of his or her work?	Critical analysis includes considering the artist's original intent.	Use descriptive and interpretive processes to speculate or theorize about an artist's intent.	<a href="#">9.4.8.B</a> , <a href="#">9.4.8.D</a>
	7	How do personal experiences influence the way people respond to art?	Personal experiences influence a person's response to works of art.	Articulate personal responses to works of art and explain how and why their personal experiences have affected their response.	<a href="#">9.3.8.D</a> , <a href="#">9.4.8.A</a>
	8	How do artists choose their media?	Artists choose their media to affect both how their artwork will look and what meaning and significance it will have.	Create a work that uses media, materials, and techniques that are well-matched to the intended meaning of the work, and explain how each choice contributes to the intended meaning.	<a href="#">9.4.8.D</a>
	9	What role can subjective insight play in critical response?	Viewers of art often respond to a work intuitively, using subjective insight.	Construct an intuitive critical response to a work of art based on subjective insight.	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.C</a> , <a href="#">9.4.12.D</a>
	10	Why do people value and engage with art?	The study of aesthetics includes the examination of the nature and value of art.	Describe the nature and value of a particular work of art using terms from aesthetics.	<a href="#">9.4.12.A</a> , <a href="#">9.4.12.B</a> , <a href="#">9.4.12.D</a>
11	How important is it to know the artist's intent when assessing quality,	When assessing quality, interpreting meaning, and determining value, one might consider the artist's	Construct a critical analysis that compares an interpretation of two works art: one that relies heavily on	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.C</a> , <a href="#">9.3.12.D</a>	

NOTE: The PA Curriculum Framework for Visual Art is available below by Big Idea (pp. 1-8) and by Grade Level (pp. 9-21).

Big Idea	Grade	Essential Question	Concept	Competency	Standard
		interpreting meaning and determining value of a work of art?	intent and/or the viewer's interpretation.	the artist's intent for interpretation, and one that relies solely on individual interpretation.	
	12	How is the quality and value of art perceived differently depending on the place, time, culture, and social context in which it is viewed?	People have applied different criteria for assessing quality and value of works of art depending on the place, time, culture, and social context in which the works are viewed.	Identify the criteria by which a work of art would have been evaluated in its original historical, cultural or social context and compare it to criteria used to assess quality and value today.	<a href="#">9.3.12.F</a> , <a href="#">9.4.12.C</a>

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**PA Curriculum Framework for Visual Art**  
**Grade Level Categorization**

<b>Grade</b>	<b>Big Idea</b>	<b>Essential Question</b>	<b>Concept</b>	<b>Competency</b>	<b>Standards</b>
<b>K Visual Art</b>	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do people describe art when they make or talk about it?	Art has its own vocabulary that people use when making and talking about art.	Identify words commonly used when making and expressing ideas about art.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How can many different tools be used to create one artwork?	People use a variety of tools to create art.	Describe the different functions of tools used to make art.	<a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>
	The arts provide a medium to understand and exchange ideas.	How can art communicate an emotion?	Art can convey emotion.	Make art that conveys an emotion.	<a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a> , <a href="#">9.4.3.D</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	Why do people create art?	People create art for a variety of purposes.	Describe purposes for art-making.	<a href="#">9.1.3.B</a> , <a href="#">9.1.3.D</a> , <a href="#">9.1.3.K</a> , <a href="#">9.2.3.E</a>
	There are formal and informal processes used to assess the quality of works in the arts.	How do people decide if an artwork is good?	People make judgments about the quality of artwork.	Articulate opinions about what makes art “good”.	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.B</a> , <a href="#">9.3.3.C</a> , <a href="#">9.3.3.F</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people think about art?	People have opinions about art.	Express opinions about and explain their preferences for different types of artwork.	<a href="#">9.3.3.G</a> , <a href="#">9.4.3.B</a>

NOTE: The PA Curriculum Framework for Visual Art is available below by Big Idea (pp. 1-8) and by Grade Level (pp. 9-21).

Grade	Big Idea	Essential Question	Concept	Competency	Standards
1 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists learn new skills?	Artists often repeat a task many times to learn a new skill.	Engage in a repeated artistic process and explain the benefits of repetition.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a> , <a href="#">9.1.3.H</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How do people use everyday objects to create art?	People make art from everyday objects.	Create art from everyday objects.	<a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>
	The arts provide a medium to understand and exchange ideas.	How do artists use their artwork to celebrate special occasions and events?	People create works of art that celebrate special occasions and events.	Create works that celebrate special occasions and events.	<a href="#">9.1.3.H</a> , <a href="#">9.2.3.F</a> , <a href="#">9.2.3.K</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How has art been used to represent and record everyday life?	Artists throughout history have created works of art that represent and record everyday life.	View and create works that record aspects of daily life.	<a href="#">9.1.3.H</a> , <a href="#">9.2.3.A</a>
	There are formal and informal processes used to assess the quality of works in the arts.	How do people decide the quality of an artwork?	People use criteria to determine the quality of works of art.	Identify reason(s) for calling a work of art "good."	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.B</a> , <a href="#">9.3.3.F</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people share ideas about art?	People have different opinions about art.	Listen to classmates' ideas about an artwork and identify differing opinions.	<a href="#">9.3.3.G</a> , <a href="#">9.4.3.B</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
2 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	What role does reflection play in improving skills and techniques?	Artists reflect on the process of making art in order to improve their skills and techniques.	Document the processes they use to produce art and reflect on how the processes have evolved through time.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a> , <a href="#">9.1.3.G</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How might a person's past experience influence their artmaking?	Artists draw inspiration from past experiences.	Create a work of art influenced by a personal experience.	<a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a>
	The arts provide a medium to understand and exchange ideas.	How do people use art to communicate ideas about current events in the world?	People make art to communicate ideas about contemporary events.	Make art that communicates an idea about a contemporary event.	<a href="#">9.1.3.D</a> , <a href="#">9.1.3.E</a> , <a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a> , <a href="#">9.4.3.D</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How do artists preserve culture?	Artists preserve culture by visually recording customs and traditions.	Make and analyze art that depicts the customs and traditions of a group of people.	<a href="#">9.1.3.F</a> , <a href="#">9.1.3.H</a> , <a href="#">9.2.3.D</a> , <a href="#">9.2.3.E</a> , <a href="#">9.2.3.F</a> , <a href="#">9.2.3.G</a>
	There are formal and informal processes used to assess the quality of works in the arts.	How do people talk about the quality of artwork?	There is a language of criticism people use when discussing the quality of a work of art.	Use a basic vocabulary of artistic criticism when viewing and discussing many different types of art.	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.B</a> , <a href="#">9.3.3.E</a> , <a href="#">9.3.3.G</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	Why do people come to different conclusions about what an artwork means?	People have different opinions about the meaning of an artwork.	Describe the individual meaning made about works of art and acknowledge the divergent opinions of their classmates.	<a href="#">9.3.3.D</a> , <a href="#">9.4.3.A</a> , <a href="#">9.4.3.B</a> , <a href="#">9.4.3.D</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
3 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How does reflection influence the process and product of art-making?	Collaborative reflection is a crucial part of the art-making process, and often affects the final artwork.	Reflect with classmates on an in-process work of art and describe how that reflection affects the final product.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How might the resources available to a person influence the artwork they create?	Artists make art with the resources that are available to them.	View, discuss and create works of art that use a limited type or amount of supplies.	<a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>
	The arts provide a medium to understand and exchange ideas.	How has the definition of art changed over time?	The definition of art has changed over time as people have exchanged ideas.	Identify a contemporary work of art that would not have been considered art in another time, and describe the rationale for this choice.	<a href="#">9.1.3.F</a> , <a href="#">9.2.3.E</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	What role does art play in defining a culture?	Cultures have unique artistic traditions.	Analyze the artistic traditions evidenced in the artwork of a variety of cultures, including works by Pennsylvania artists.	<a href="#">9.2.3.A</a> , <a href="#">9.2.3.B</a> , <a href="#">9.2.3.C</a> , <a href="#">9.2.3.G</a> , <a href="#">9.2.3.H</a> , <a href="#">9.2.3.J</a> , <a href="#">9.2.3.K</a>
	There are formal and informal processes used to assess the quality of works in the arts.	What role does observation play in our assessment of an artwork's quality?	Observing a work of art is an important part of forming a judgment about its quality.	Closely observe a work of art and form a judgment about its quality based on this observation.	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.G</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do observation and description help us to make meaning about a work of art?	Observation and description help us make meaning about a work of art.	Identify possible meanings of a work of art based on a close observation of the work.	<a href="#">9.4.3.A</a> , <a href="#">9.4.3.B</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
4 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists document their ideas?	Artists document ideas and observations through journals, sketchbooks, samples, models, photographs and/or electronic files/portfolios.	Document the evolution of an idea by maintaining a process portfolio	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.B</a> , <a href="#">9.1.5.C</a> , <a href="#">9.1.5.D</a> , <a href="#">9.1.5.G</a> , <a href="#">9.1.5.H</a> , <a href="#">9.1.5.K</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How do artists of the past inspire future artists?	Artists sometimes use the works of others as inspiration for their own works.	Create works that are inspired by masterworks.	<a href="#">9.1.5.H</a>
	The arts provide a medium to understand and exchange ideas.	How can art tell a story?	Artwork can be used to tell a story.	Create works that tell a story.	<a href="#">9.1.5.E</a> , <a href="#">9.1.5.H</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	What can we learn about an artist through their artwork?	Artwork is a reflection of the artist, and their art can help us understand the artist's era and culture.	Observe a body of work from one artist and analyze the work, citing characteristics that increase understanding of the artist's life.	<a href="#">9.1.5.E</a> , <a href="#">9.2.5.D</a> , <a href="#">9.2.5.L</a> , <a href="#">9.4.5.D</a>
	There are formal and informal processes used to assess the quality of works in the arts.	What role does description play in an assessment of a work's quality?	Describing a work of art is an important component in forming a judgment about its quality.	Create a detailed description of a work of art and identify aspects of the work that might affect its value.	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.C</a> , <a href="#">9.3.5.A</a> , <a href="#">9.3.5.E</a> , <a href="#">9.3.5.F</a> , <a href="#">9.3.5.G</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How does setting affect our judgment of a work's quality?	The setting in which we view a work can influence our judgment of the work's quality.	View works of art in different settings and describe the effect setting has on their judgment of the work's quality.	<a href="#">9.4.3.C</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
5 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	Why are planning, creating, and refining essential elements of the art-making process?	Art-making is a continual process of planning, creating, and refining.	While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps.	<a href="#">9.1.5.A</a> , <a href="#">9.1.5.B</a> , <a href="#">9.1.5.C</a> , <a href="#">9.1.5.G</a> , <a href="#">9.1.5.H</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	What can inspire artists to create a work of art?	Both natural and man-made objects can stimulate artistic responses.	Create works of art inspired by both natural and man-made objects.	<a href="#">9.1.5.H</a>
	The arts provide a medium to understand and exchange ideas.	How can artists communicate a theme or idea through multiple individual works?	Some artists create series of individual works that share a common theme or idea.	Create multiple artworks that share a common theme or idea.	<a href="#">9.1.5.E</a> , <a href="#">9.1.5.H</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How does visual culture demonstrate experiences and ideas?	Artifacts of visual culture express experiences and ideas.	Analyze a contemporary visual culture artifact for the ideas and experiences it communicates.	<a href="#">9.1.5.E</a> , <a href="#">9.2.5.C</a> , <a href="#">9.2.5.D</a> , <a href="#">9.2.5.I</a> , <a href="#">9.3.5.C</a> , <a href="#">9.4.3.B</a>
	There are formal and informal processes used to assess the quality of works in the arts.	Why must people be able to talk about art and have clear opinions to judge the quality of an artwork?	People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.	Articulate personal thoughts and defend a position within a critique of their own artwork.	<a href="#">9.3.5.A</a> , <a href="#">9.3.5.F</a> , <a href="#">9.3.5.G</a> , <a href="#">9.4.5.D</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How might the setting in which an artwork is displayed affect a viewer's response?	The setting in which an artwork is displayed can affect the viewer's response to that work.	View the same artwork in different settings and explain how the setting affects viewers' response to the work.	<a href="#">9.4.5.C</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
6 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists use the elements and principles as tools for artistic expression?	People use the elements and principles of art as tools for artistic expression.	Manipulate line, shape, etc. to plan and create pieces of art that express multiple ideas or a range of emotions.	<a href="#">9.1.8.A</a> , <a href="#">9.1.8.B</a> , <a href="#">9.1.8.C</a> , <a href="#">9.1.8.E</a> , <a href="#">9.1.8.H</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How does artwork reflect an artist's beliefs and values?	Artists create work that reflects their beliefs and values.	Identify the beliefs and/or values evidenced in the work of a contemporary artist, and create a work of art that communicates one of their own values and/or beliefs.	<a href="#">9.1.8.F</a> , <a href="#">9.2.8.I</a>
	The arts provide a medium to understand and exchange ideas.	How do ideas inherent in artworks provoke, entertain, and challenge the status quo?	Artists create art to provoke, entertain and challenge the status quo.	Create an artwork that challenges a current practice by promoting a new way/method.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.H</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	What role does art play in culture?	Art plays an important role in culture.	Identify and analyze the purposes and functions of artwork in their own culture.	<a href="#">9.2.8.E</a>
	There are formal and informal processes used to assess the quality of works in the arts.	How do people compare very different artworks?	A vocabulary of critical analysis allows people to compare artworks and make judgments about quality even if the works are very different.	Analyze and compare artworks from different genres using a vocabulary of critical analysis.	<a href="#">9.3.8.A</a> , <a href="#">9.3.8.B</a> , <a href="#">9.3.8.C</a> , <a href="#">9.3.8.D</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	What role does art play in culture?	Art plays an important role in culture.	Identify and analyze the purposes and functions of artwork in their own culture.	<a href="#">9.2.8.E</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
7 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How does a reflective, creative process unfold over time?	The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.	<a href="#">9.1.8.A</a> , <a href="#">9.1.8.B</a> , <a href="#">9.1.8.C</a> , <a href="#">9.1.8.G</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How are artists influenced by their experiences, emotions, ideas and cultures?	Artists produce work that is influenced by their experiences, emotions, ideas and cultures.	Create works of art that reflect their experiences, emotions, ideas and/or culture.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.H</a> , <a href="#">9.2.8.A</a>
	The arts provide a medium to understand and exchange ideas.	How can artists call attention to social issues?	Artists sometimes create artwork to call attention to a social issue.	Create a work of art that calls the viewer to action.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.H</a> , <a href="#">9.2.8.I</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How do historical and cultural contexts influence how art is made and interpreted?	The historical and cultural context of a work of art influences both how it is made and how it is interpreted.	Interpret the meaning of a specific work of art in the context of the historical time and culture in which it was made.	<a href="#">9.2.8.B</a> , <a href="#">9.2.8.D</a>
	There are formal and informal processes used to assess the quality of works in the arts.	Why do artists engage in critical response?	Artists engage in critical response to describe, analyze, interpret, and evaluate works of art.	Engage in critical discussion with peers to describe, analyze, interpret, and evaluate a work of art.	<a href="#">9.3.8.A</a> , <a href="#">9.3.8.B</a> , <a href="#">9.3.8.C</a> , <a href="#">9.3.8.D</a> , <a href="#">9.3.8.E</a> , <a href="#">9.3.8.F</a> , <a href="#">9.3.8.G</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do personal experiences influence the way people respond to art?	Personal experiences influence a person's response to works of art.	Articulate personal responses to works of art and explain how and why their personal experiences have affected their response.	<a href="#">9.3.8.D</a> , <a href="#">9.4.8.A</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
8 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists work in collaboration?	Artistic practice often involves collaboration among groups of people.	Collaborate with other artists to explore and invent unique solutions to problems.	<a href="#">9.1.8.A</a> , <a href="#">9.1.8.B</a> , <a href="#">9.1.8.C</a> , <a href="#">9.1.8.H</a> , <a href="#">9.1.8.K</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How are artists influenced by other artists and ideas?	Artists often produce work that is influenced by or references compelling ideas of other artists.	Create a work of art in response to or referring to a compelling idea presented in another artist's work.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.F</a> , <a href="#">9.1.8.H</a>
	The arts provide a medium to understand and exchange ideas.	Why do artists create?	Visual culture, art, and design are sometimes created to sell ideas.	Analyze a piece of visual culture that is designed to be effective in selling an idea and identify the techniques the artist uses to sell the idea.	<a href="#">9.1.8.E</a> , <a href="#">9.1.8.F</a> , <a href="#">9.1.8.I</a> , <a href="#">9.2.8.D</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How are works that originate from the same time and place similar?	There are similarities between works in different arts disciplines that originate from the same time and place.	Compare a work of visual art to a work in another arts discipline (music, dance or theatre) that originates from the same time and place and list similarities between them.	<a href="#">9.2.8.C</a> , <a href="#">9.2.8.E</a> , <a href="#">9.2.8.L</a>
	There are formal and informal processes used to assess the quality of works in the arts.	How do artists assess their work at each stage of their artistic process?	Artists assess their work at each stage, making choices throughout the process of planning, creating, and exhibiting a work of art.	Document the choices they make in the stages of planning, creating and exhibiting a work of art.	<a href="#">9.3.8.A</a> , <a href="#">9.3.8.B</a> , <a href="#">9.3.8.D</a> , <a href="#">9.3.8.E</a> , <a href="#">9.3.8.F</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do artists choose their media?	Artists choose their media to affect both how their artwork will look and what meaning and significance it will have.	Create a work that uses media, materials, and techniques that are well-matched to the intended meaning of the work, and explain how each choice contributes to the intended meaning.	<a href="#">9.4.8.D</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
9 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists document the development of their artistic process?	Artists work to develop skills, techniques, and ideas in a sketchbook or visual journal to document and refine their process.	Generate a series of entries in a sketchbook or visual journal that demonstrates attention to skills, techniques, and ideas in process.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.G</a> , <a href="#">9.1.12.H</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How do artists use tools and techniques to convey emotion and evoke emotional response?	Artists choose tools and techniques that convey emotion and evoke emotional response.	Explain how artists choose tools and techniques to convey emotion and evoke emotional response.	<a href="#">9.1.12.E</a> , <a href="#">9.4.12.B</a>
	The arts provide a medium to understand and exchange ideas.	How do artists influence change?	Artists can influence change.	Create a work of art that is intended to influence change.	<a href="#">9.1.12.F</a> , <a href="#">9.1.12.H</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How do artists create works that invite multiple interpretations?	Artists create works of art that invite multiple interpretations.	Document viewers' interpretations of their artwork.	<a href="#">9.2.12.I</a> , <a href="#">9.4.12.B</a>
	There are formal and informal processes used to assess the quality of works in the arts.	How do artists assess the quality of their own artwork?	Artists assess the quality of their work using evaluation criteria that is specific to the media, material, or technique.	Evaluate the quality of a finished print using criterion appropriate for a specific type of printmaking (engraving, intaglio, linocut, etc.).	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.F</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	What role can subjective insight play in critical response?	Viewers of art often respond to a work intuitively, using subjective insight.	Construct an intuitive critical response to a work of art based on subjective insight.	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.C</a> , <a href="#">9.4.12.D</a>

NOTE: The PA Curriculum Framework for Visual Art is available below by Big Idea (pp. 1-8) and by Grade Level (pp. 9-21).

Grade	Big Idea	Essential Question	Concept	Competency	Standards
10 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How are the elements of art and principles of design used to convey meaning in graphic design?	Artists and designers use the elements of arts and principles of design in strategic ways to convey meaning.	Create a logo in which elements and principles work together to enhance the meaning of the image and represent the personality of a company or organization.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.E</a> , <a href="#">9.1.12.H</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How do the artist's tools affect the outcome of a work of art?	The tools artists use influence the outcome of their artwork.	Create a set of unconventional drawing tools and use them to create a visually interesting series of images.	<a href="#">9.1.12.H</a>
	The arts provide a medium to understand and exchange ideas.	How does multimedia art help people understand ideas?	Multimedia artists employ sound, image, and text together to communicate ideas.	Compose a multimedia work that uses sound, image, and text to communicate an idea.	<a href="#">9.1.12.D</a> , <a href="#">9.1.12.E</a> , <a href="#">9.1.12.J</a> , <a href="#">9.1.12.K</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How do artists use style to express an experience or idea?	Artists work in various styles to express experiences and ideas.	Classify paintings in terms of style, e.g. photorealistic or painterly, and explain why the artist chose a particular style for each work.	<a href="#">9.2.12.C</a>
	There are formal and informal processes used to assess the quality of works in the arts.	What role does the critique play in an artist's development?	Artists and students of art frequently engage together in formal critiques of artwork as part of the process of developing their practice.	Participate in a formal critique with peers to assess the developing qualities in their own artwork.	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.E</a> , <a href="#">9.3.12.G</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	Why do people value and engage with art?	The study of aesthetics includes the examination of the nature and value of art.	Describe the nature and value of a particular work of art using terms from aesthetics.	<a href="#">9.4.12.A</a> , <a href="#">9.4.12.B</a> , <a href="#">9.4.12.D</a>

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Grade	Big Idea	Essential Question	Concept	Competency	Standards
11 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artists use personal vision, concerns, and life experiences to create art?	Artists create works of art that communicate their personal vision, concerns and life experiences.	Develop and present a personal body of work that documents personal vision, concerns and life experiences.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.E</a> , <a href="#">9.1.12.F</a> , <a href="#">9.1.12.H</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How does technology facilitate collaboration in the arts?	Contemporary technology allows artists, dancers, musicians, and actors to collaborate and share ideas.	Collaborate with others to create an artistic work using contemporary technologies.	<a href="#">9.1.12.H</a> , <a href="#">9.1.12.J</a> , <a href="#">9.1.12.K</a>
	The arts provide a medium to understand and exchange ideas.	Intentionally Blank	Artists often create work based on a philosophical position.	Analyze and interpret a philosophical position and explain how it is manifested in a particular artist's work.	<a href="#">9.1.12.E</a> , <a href="#">9.2.12.I</a> , <a href="#">9.4.12.A</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How can news media's coverage of an artist influence audience perception?	The relationship between artists and news media can affect the way people perceive artists' work.	Describe how a contemporary artist's current work is presented by news media and explain how the media coverage affects audience perception of the work.	<a href="#">9.2.12.A</a>
	There are formal and informal processes used to assess the quality of works in the arts.	How are philosophies made visible in art? What potential do new technologies to change the way we perceive the value of art?	Technology has the potential to change the way we perceive the value of art.	Describe the role of inventions in the history of art, e.g. how the invention of the camera influenced the valuation and perception of paintings.	<a href="#">9.2.12.J</a> , <a href="#">9.3.12.E</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How important is it to know the artist's intent when assessing quality, interpreting meaning and determining value of a work of art?	When assessing quality, interpreting meaning, and determining value, one might consider the artist's intent and/or the viewer's interpretation.	Construct a critical analysis that compares an interpretation of two works art: one that relies heavily on the artist's intent for interpretation, and one that relies solely an individual interpretation.	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.C</a> , <a href="#">9.3.12.D</a>

NOTE: The PA Curriculum Framework for Visual Art is available below by Big Idea (pp. 1-8) and by Grade Level (pp. 9-21).

Grade	Big Idea	Essential Question	Concept	Competency	Standards
12 Visual Art	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do artist refine their skills to carry out intention in their artworks?	Artists refine skills and techniques to carry out their intentions in their artworks.	Create an artist statement that explains the intent of their artworks.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.1.12.E</a>
		What techniques do artists use in order to affect the way an audience responds to a work of art?	Artists use various techniques to create strong reactions to their work.	Analyze the techniques used by a controversial artist and explain how the techniques affect audience response.	<a href="#">9.1.12.A</a> , <a href="#">9.1.12.B</a> , <a href="#">9.1.12.C</a> , <a href="#">9.3.12.G</a> , <a href="#">9.4.12.B</a>
	Artists use tools and resources as well as their own experiences and skills to create art.	How does a particular medium influence how an artist approaches a problem, communicates an experience or presents an idea?	Artists think differently when working through different media.	Experiment with different media to create a work of art and explain why they made choices to use each medium.	<a href="#">9.1.12.E</a> , <a href="#">9.1.12.H</a> , <a href="#">9.1.12.J</a>
	The arts provide a medium to understand and exchange ideas.	How do the arts raise awareness about social issues?	Artists often address social issues or concerns in their artwork.	Analyze and interpret the work of a contemporary artist who addresses social issues or concerns.	<a href="#">9.2.12.A</a> , <a href="#">9.2.12.D</a> , <a href="#">9.2.12.F</a> , <a href="#">9.2.12.I</a>
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How do historical events influence the shaping of arts and culture?	Artists create works of art in response to significant events.	Create a work of art in response to a historical event that has personal significance.	<a href="#">9.2.12.B</a> , <a href="#">9.2.12.E</a>
	There are formal and informal processes used to assess the quality of works in the arts.	What role does analysis play in understanding and evaluating works of art?	People use analytic processes to understand and evaluate works of art.	Create a multimedia presentation designed to guide the viewer through analysis of a work using formal, contextual and intuitive criticism.	<a href="#">9.3.12.A</a> , <a href="#">9.3.12.B</a> , <a href="#">9.3.12.C</a> , <a href="#">9.3.12.E</a>
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How is the quality and value of art perceived differently depending on the place, time, culture, and social context in which it is viewed?	People have applied different criteria for assessing quality and value of works of art depending on the place, time, culture, and social context in which the works are viewed.	Identify the criteria by which a work of art would have been evaluated in its original historical, cultural or social context and compare it to criteria used to assess quality and value today.	<a href="#">9.3.12.F</a> , <a href="#">9.4.12.C</a>