**PDE Curriculum Framework**

**Visual Art**

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| Big Idea | Grade | EQ | 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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y) |
| 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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y) |
| 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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y), [9.1.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22248?cf=y) |
| 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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y) |
| 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 | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22254?cf=y), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser#22255?cf=y), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22256?cf=y), [9.1.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22257?cf=y), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22260?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y), [9.1.5.K](http://www.pdesas.org/Standard/StandardsBrowser#22264?cf=y) |
| 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. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22254?cf=y), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser#22255?cf=y), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22256?cf=y), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22260?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 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. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22266?cf=y), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22267?cf=y), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22268?cf=y), [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y) |
| 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. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22266?cf=y), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22267?cf=y), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22268?cf=y), [9.1.8.G](http://www.pdesas.org/Standard/StandardsBrowser#22272?cf=y) |
| 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. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22266?cf=y), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22267?cf=y), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22268?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser#22276?cf=y) |
| 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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.G](http://www.pdesas.org/Standard/StandardsBrowser#22284?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22283?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y) |
| 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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser#22374?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y) |
| 1 | How do people use everyday objects to create art? | People make art from everyday objects. | Create art from everyday objects. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y) |
| 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. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y) |
| 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. | [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y)  |
| 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. | [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 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. | [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22271?cf=y), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser#22325?cf=y) |
| 7 | 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y), [9.2.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22317?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22271?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y) |
| 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. | [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y) |
| 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. | [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y), [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22287?cf=y), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser#22288?cf=y) |
| 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. | [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y), [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22287?cf=y) |
| 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. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.4.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22380?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22296?cf=y), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22301?cf=y) |
| 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. | [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22245?cf=y), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y), [9.4.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22380?cf=y) |
| 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. | [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22247?cf=y), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22295?cf=y) |
| 4 | How can art tell a story? | Artwork can be used to tell a story. | Create works that tell a story. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 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. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 6 | 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser#22325?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22271?cf=y), [9.1.8.I](http://www.pdesas.org/Standard/StandardsBrowser#22274?cf=y), [9.2.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22320?cf=y) |
| 9 | How do artists influence change? | Artists can influence change. | Create a work of art that is intended to influence change. | [9.1.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22283?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22281?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22287?cf=y), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser#22288?cf=y) |
| 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. | [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.2.12.I](http://www.pdesas.org/Standard/StandardsBrowser#22338?cf=y), [9.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22392?cf=y) |
| 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. | [9.2.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22330?cf=y), [9.2.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22333?cf=y), [9.2.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22335?cf=y), [9.2.12.I](http://www.pdesas.org/Standard/StandardsBrowser#22338?cf=y) |
| 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. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22245?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22295?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22291?cf=y) |
| 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. | [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22247?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.2.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22294?cf=y), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22295?cf=y), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22296?cf=y), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22297?cf=y) |
| 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. | [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22291?cf=y), [9.2.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22292?cf=y), [9.2.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22293?cf=y), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22297?cf=y), [9.2.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22298?cf=y), [9.2.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22300?cf=y), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22301?cf=y) |
| 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. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22307?cf=y), [9.2.5.L](http://www.pdesas.org/Standard/StandardsBrowser#22315?cf=y), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22385?cf=y) |
| 5 | 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. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.2.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22306?cf=y), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22307?cf=y), [9.2.5.I](http://www.pdesas.org/Standard/StandardsBrowser#22312?cf=y), [9.3.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22354?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |
| 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. | [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22321?cf=y) |
| 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. | [9.2.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22318?cf=y), [9.2.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22320?cf=y) |
| 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. | [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22319?cf=y), [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22321?cf=y), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser#22328?cf=y) |
| 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. | [9.2.12.I](http://www.pdesas.org/Standard/StandardsBrowser#22338?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y) |
| 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. | [9.2.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22332?cf=y) |
| 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. | [9.2.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22330?cf=y) |
| 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. | [9.2.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22331?cf=y), [9.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22334?cf=y) |
| 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”. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22345?cf=y), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22346?cf=y), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22349?cf=y) |
| 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.” | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22345?cf=y), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22349?cf=y) |
| 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. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22345?cf=y), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22348?cf=y), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y) |
| 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. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y) |
| 4 | 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. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22254?cf=y), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22256?cf=y), [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22352?cf=y), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22356?cf=y), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser#22357?cf=y), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22358?cf=y) |
| 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. | [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22352?cf=y), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser#22357?cf=y), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22358?cf=y), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22385?cf=y) |
| 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. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22360?cf=y), [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22361?cf=y), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22362?cf=y), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y) |
| 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. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22360?cf=y), [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22361?cf=y), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22362?cf=y), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22364?cf=y), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22365?cf=y), [9.3.8.G](http://www.pdesas.org/Standard/StandardsBrowser#22366?cf=y) |
| 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. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22360?cf=y), [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22361?cf=y), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22364?cf=y), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22365?cf=y) |
| 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.). | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22373?cf=y) |
| 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22372?cf=y), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser#22374?cf=y) |
| 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. | [9.2.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22339?cf=y), [9.3.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22372?cf=y) |
| 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22370?cf=y), [9.3.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22372?cf=y) |
| 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. | [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |
| 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. | [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |
| 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. | [9.3.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22347?cf=y), [9.4.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22377?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y), [9.4.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22380?cf=y) |
| 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. | [9.4.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22377?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |
| 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. | [9.4.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22379?cf=y) |
| 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. | [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22384?cf=y) |
| 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. | [9.4.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22388?cf=y), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22390?cf=y) |
| 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. | [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y), [9.4.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22387?cf=y) |
| 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. | [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22390?cf=y) |
| 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22370?cf=y), [9.4.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22395?cf=y) |
| 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. | [9.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22392?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y), [9.4.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22395?cf=y) |
| 11 | 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22370?cf=y), [9.3.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22371?cf=y) |
| 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. | [9.3.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22373?cf=y), [9.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22394?cf=y) |
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**Curriculum Framework for Visual Art by Grade**

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| **K****Visual Art**  | 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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y) |
| 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. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.4.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22380?cf=y) |
| 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. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22245?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22295?cf=y) |
| 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”. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22345?cf=y), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22346?cf=y), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22349?cf=y) |
| 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. | [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y) |
| 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. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22296?cf=y), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22301?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22291?cf=y) |
| 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.” | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22345?cf=y), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22349?cf=y) |
| 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. | [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y), [9.1.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22248?cf=y) |
| 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. | [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y) |
| 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. | [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22245?cf=y), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22246?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y), [9.4.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22380?cf=y) |
| 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. | [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22247?cf=y), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.2.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22294?cf=y), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22295?cf=y), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22296?cf=y), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22297?cf=y) |
| 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. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22345?cf=y), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22348?cf=y), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y) |
| 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. | [9.3.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22347?cf=y), [9.4.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22377?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y), [9.4.3.D](http://www.pdesas.org/Standard/StandardsBrowser#22380?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22242?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22243?cf=y), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22244?cf=y) |
| 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. | [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22249?cf=y), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22251?cf=y), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22252?cf=y) |
| 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. | [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser#22247?cf=y), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser#22295?cf=y) |
| 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. | [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22291?cf=y), [9.2.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22292?cf=y), [9.2.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22293?cf=y), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22297?cf=y), [9.2.3.H](http://www.pdesas.org/Standard/StandardsBrowser#22298?cf=y), [9.2.3.J](http://www.pdesas.org/Standard/StandardsBrowser#22300?cf=y), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser#22301?cf=y) |
| 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. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22344?cf=y), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser#22350?cf=y) |
| 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. | [9.4.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22377?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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 | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22254?cf=y), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser#22255?cf=y), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22256?cf=y), [9.1.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22257?cf=y), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22260?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y), [9.1.5.K](http://www.pdesas.org/Standard/StandardsBrowser#22264?cf=y) |
| 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. | [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y)  |
| 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. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 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. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22307?cf=y), [9.2.5.L](http://www.pdesas.org/Standard/StandardsBrowser#22315?cf=y), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22385?cf=y) |
| 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. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22254?cf=y), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22256?cf=y), [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22352?cf=y), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22356?cf=y), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser#22357?cf=y), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22358?cf=y) |
| 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. | [9.4.3.C](http://www.pdesas.org/Standard/StandardsBrowser#22379?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22254?cf=y), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser#22255?cf=y), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22256?cf=y), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22260?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 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. | [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 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. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser#22261?cf=y) |
| 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. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser#22258?cf=y), [9.2.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22306?cf=y), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22307?cf=y), [9.2.5.I](http://www.pdesas.org/Standard/StandardsBrowser#22312?cf=y), [9.3.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22354?cf=y), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22378?cf=y) |
| 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. | [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser#22352?cf=y), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser#22357?cf=y), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser#22358?cf=y), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser#22385?cf=y) |
| 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. | [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser#22384?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22266?cf=y), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22267?cf=y), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22268?cf=y), [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y) |
| 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. | [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22271?cf=y), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser#22325?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y) |
| 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. | [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22321?cf=y) |
| 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. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22360?cf=y), [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22361?cf=y), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22362?cf=y), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y) |
| 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. | [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22321?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22266?cf=y), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22267?cf=y), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22268?cf=y), [9.1.8.G](http://www.pdesas.org/Standard/StandardsBrowser#22272?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y), [9.2.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22317?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser#22325?cf=y) |
| 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. | [9.2.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22318?cf=y), [9.2.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22320?cf=y) |
| 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. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22360?cf=y), [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22361?cf=y), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22362?cf=y), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22364?cf=y), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22365?cf=y), [9.3.8.G](http://www.pdesas.org/Standard/StandardsBrowser#22366?cf=y) |
| 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. | [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y), [9.4.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22387?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22266?cf=y), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22267?cf=y), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22268?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser#22276?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22271?cf=y), [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser#22273?cf=y) |
| 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. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22270?cf=y), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22271?cf=y), [9.1.8.I](http://www.pdesas.org/Standard/StandardsBrowser#22274?cf=y), [9.2.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22320?cf=y) |
| 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. | [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser#22319?cf=y), [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22321?cf=y), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser#22328?cf=y) |
| 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. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser#22360?cf=y), [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser#22361?cf=y), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22363?cf=y), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser#22364?cf=y), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser#22365?cf=y) |
| 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. | [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser#22390?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.G](http://www.pdesas.org/Standard/StandardsBrowser#22284?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y) |
| 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. | [9.1.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22283?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.2.12.I](http://www.pdesas.org/Standard/StandardsBrowser#22338?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y) |
| 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.). | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22373?cf=y) |
| 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22370?cf=y), [9.4.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22395?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22281?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22287?cf=y), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser#22288?cf=y) |
| 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. | [9.2.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22332?cf=y) |
| 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22372?cf=y), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser#22374?cf=y) |
| 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. | [9.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22392?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y), [9.4.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22395?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22283?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y) |
| 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. | [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y), [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22287?cf=y), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser#22288?cf=y) |
| 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. | [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.2.12.I](http://www.pdesas.org/Standard/StandardsBrowser#22338?cf=y), [9.4.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22392?cf=y) |
| 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. | [9.2.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22330?cf=y) |
| 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. | [9.2.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22339?cf=y), [9.3.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22372?cf=y) |
| 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22370?cf=y), [9.3.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22371?cf=y) |

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| **Grade** | **Big Idea** | **EQ** | **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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y) |
| 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. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22278?cf=y), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22279?cf=y), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22280?cf=y), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser#22374?cf=y), [9.4.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22393?cf=y) |
| 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. | [9.1.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22282?cf=y), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser#22285?cf=y), [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser#22287?cf=y) |
| 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. | [9.2.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22330?cf=y), [9.2.12.D](http://www.pdesas.org/Standard/StandardsBrowser#22333?cf=y), [9.2.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22335?cf=y), [9.2.12.I](http://www.pdesas.org/Standard/StandardsBrowser#22338?cf=y) |
| 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. | [9.2.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22331?cf=y), [9.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22334?cf=y) |
| 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. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser#22368?cf=y), [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser#22369?cf=y), [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22370?cf=y), [9.3.12.E](http://www.pdesas.org/Standard/StandardsBrowser#22372?cf=y) |
| 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. | [9.3.12.F](http://www.pdesas.org/Standard/StandardsBrowser#22373?cf=y), [9.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser#22394?cf=y) |