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| **K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.**  **(** | | | | | |
|  | | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Create** - Art to generate ideas | Process/ Elements/ Aesthetic Imagine/ Plan/  Craftsmanship Principles Experience Artistic Voice Material | **FA 2.2.1 Students will use the creative process** *(glossary)* **to make works of art with a variety of materials** *(glossary)***.** | **FA 5.2.1 Students will use the creative process** *(glossary)***to make works of art exploring subjects and themes** *(glossary)***with a variety of materials** *(glossary)***.** | **FA 8.2.1 Students will use the creative process** *(glossary)* **to investigate and communicate personal voice in artwork.** | **FA 12.2.1 Students will use the creative process** *(glossary)***to formulate a plan and implement aesthetic** *(glossary)* **choices in artwork.** |
| FA 2.2.1.a Experiment and explore ideas and materials *(glossary)* (e.g., 2D, 3D). | FA 5.2.1.a Develop ideas using a variety of materials *(glossary)*. | FA 8.2.1.a Investigate ideas and materials *(glossary)* to demonstrate planning and refining. | FA 12.2.1.a Analyze multiple ideas and materials *(glossary)* to demonstrate planning and refining. |
| FA 2.2.1.b Create artworks that express unique student interpretation. | FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, *(glossary)* and subjects. | FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity. | FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work. |
| FA 2.2.1.c Explore and experience the properties of various art media *(glossary)* through senses and emotions. | FA 5.2.1.c Demonstrate the connections between sensory experience *(glossary)* and expressing emotion. | FA 8.2.1.c Engage in the sensory experience *(glossary)* and relate it to making expressive artwork. | FA 12.2.1.c Engage in making art to communicate and connect aesthetic theories *(glossary)* to self-expression (e.g., imitationalism *(glossary)*, expressionism *(glossary)*, institutionalism *(glossary)*, instrumentalism *(glossary)*, formalism *(glossary)*, contextualism *(glossary*)). |
| FA 2.2.1.d Explore elements of art and principles *(glossary)* of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern). | FA 5.2.1.d Identify and use elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape). | FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art). | FA 12.2.1.d Demonstrate and communicate understanding of relationships between elements of art and principles of design *(glossary)* by developing multiple solutions to a visual problem. |
| FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship *(glossary)* (e.g., properly hold scissors, while turning paper, to create a well-defined shape). | FA 5.2.1.e Apply various techniques to develop craftsmanship *(glossary)* skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue). | FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship *(glossary)*. | FA 12.2.1.e Synthesize knowledge of relationships between advanced technique, skill, and craftsmanship *(glossary)*. |
| FA 2.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. | FA 5.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. | FA 8.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. | FA 12.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. |

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| **Present** –Art to communicate ideas, process, and product. | Presentation  Venue Selection Intent | **FA 2.2.2 Students will explore basic presentation methods and purposes.** | **FA 5.2.2 Students will develop presentation skills to communicate meaning.** | **FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.** | **FA 12.2.2 Students will integrate and apply presentation knowledge into life experiences.** |
| FA 2.2.2.a Present an artist statement *(glossary)* through formal or informal communication (e.g., written, verbal). | FA 5.2.2.a Communicate artistic statements *(glossary)* using art terminology (e.g., product, process). | FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement *(glossary).* | FA 12.2.2.a Design a personal artist statement *(glossary)* by choosing from a variety of methods (e.g., poetry, multimedia). |
| FA 2.2.2.b Select a work of art for display. | FA 5.2.2.b Apply basic art presentation skills in a collaborative group display. | FA 8.2.2.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations. | FA 12.2.2.b Create a portfolio *(glossary)*, digital collection *(glossary)*, or community display in a professional manner. |
| FA 2.2.2.c Communicate a variety of different venues *(glossary)* to display art (e.g., describe or dramatize to an audience). | FA 5.2.2.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences). | FA 8.2.2.c Explore how the meaning of art can be affected by the presentation mode or venue *(glossary)* (e.g., reproduction, digital, social media *(glossary)*, or original museum/gallery experience). | FA 12.2.2.c Compare and contrast the effectiveness of a presentation venue *(glossary)* and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media *(glossary)*, museum setting, gallery experience). |

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| **Respond –** to understand and appreciate ideas | Evaluate Interpret Analyze Describe | **FA 2.2.3 Students will explore the critical process** *(glossary)* **to respond to works of art, learning about themselves and others.** | **FA 5.2.3 Students will use the critical process** *(glossary)* **to examine works of art, learning about themselves and cultures.** | **FA 8.2.3 Students will use the critical process** *(glossary)* **to compare and contrast multiple works of art, learning about themselves in the world.** | **FA 12.2.3 Students will use the critical process** *(glossary)* **to develop and defend a logical argument supporting a contextual response to a work of art.** |
| FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter *(glossary)*, use of color). | FA 5.2.3.a Identify and describe use of media *(glossary)* (e.g., paint, clay, collage) and techniques to create subject matter *(glossary)*, visual elements *(glossary)* and mood. | FA 8.2.3.a Identify and describe themes *(glossary)* and styles in works of art. | FA 12.2.3.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals). |
| FA 2.2.3.b Identify use of elements and principles *(glossary)* in works of art (e.g., recognize use of pattern, symmetry). | FA 5.2.3.b Categorize elements and principles *(glossary)* in works of art (e.g., group works of art by the use of line, shape, balance). | FA 8.2.3.b Compare and contrast works of art using elements and principles *(glossary)* (e.g., themes *(glossary)*, styles, cultures). | FA 12.2.3.b Formulate a rationale addressing use of elements and principles *(glossary)* in a work of art. |
| FA 2.2.3.c Interpret mood or feeling in a work of art. | FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements *(glossary)*, subject matter *(glossary),* and mood. | FA 8.2.3.c Compare and contrast various interpretations of themes *(glossary)*, styles, and mood. | FA 12.2.3.c Interpret and explain expressive qualities of artistic styles *(glossary)* and movements (e.g., contemporary/pop cultural vs. historical art movements). |
| FA 2.2.3.d Articulate personal artistic choice and ideas (e.g., “I like this because...,” “I chose this because...”). | FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others. | FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented. | FA 12.2.3.d Critique and defend how aesthetic *(glossary)* choices impact the visual image and/or intended message. |

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| **Connect**  - Individual perspective and identity through the study of art  Purpose and Time and Artist  Function Place Identity | **FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.** | **FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.** | **FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.** | **FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.** |
| FA 2.2.4.a Communicate that “I can be an artist.” | FA 5.2.4.a Identify ways that artists influence lives and communities. | FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities. | FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers). |
| FA 2.2.4.b Identify examples of how humans have always made art. | FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts. | FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts. | FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts, time periods, and cultural settings. |
| FA 2.2.4.c Communicate that works of art are made for different purposes. | FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., “is this object a sculpture, bowl, or decoration?”). | FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts *(glossary)* vs. fine art). | FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory *(glossary)* (e.g., political, social, cultural, personal). |
| FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world. | FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world. | FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world. | FA 12.2.4.d Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world. |