New York State Learning Standards for the Visual Arts

Together we • Create • Perform • Respond • Connect

Visual Arts
At-A-Glance Standards
New York State Learning Standards for the Arts

Together we • Create • Perform • Respond • Connect

Visual Arts

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

Leslie Yolen, Associate in Visual Arts Education
New York State Education Department
Jennifer Childress, Art Education Consultant (editing, document design)

NYS Learning Standards for the Arts
Revision Committee

VISUAL ARTS
* Denotes Committee Chair

NYS Arts Standards Coding System
Each discipline is assigned an alphabetic abbreviation using uppercase letters
DA = Dance  MA = Media Arts  MU = Music  TH = Theatre  VA = Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter
Cr = Creating  Pr = Performing/Presenting/Producing  Re = Responding  Cn = Connecting

Each anchor standard is assigned a number
Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU. To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: 1.1, 1.2. "1" follows the AS number even when there is only one Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral
PK=Pre-Kindergarten  K=Kindergarten 1,2,3,4,5,6,7,8 for grades 1-8
HSI for HS Proficient  HSII for HS Accomplished  HSIII for HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter even when there is only one. The first performance indicator is "a", the next "b", and so on.

Ordering
First position indicates the discipline. It is always followed by a colon ( : ).
Second position (following the colon) indicates the Artistic Process.
Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."
Fourth position indicates the Grade Level.
Fifth position indicates the Performance Indicator.

Table of Contents
Anchor Standard • Artistic Process • Process Components  p.
Anchor Standard 1 • Creating • Investigate, Plan, Make  3
Anchor Standard 2 • Creating • Investigate, Consider, Respect, Make  4-5
Anchor Standard 3 • Creating • Reflect, Refine, Continue  5
Anchor Standard 4 • Presenting • Select, Preserve  6
Anchor Standard 5 • Presenting • Curate  6
Anchor Standard 6 • Presenting • Share, Relate  7
Anchor Standard 7 • Responding • Perceive, Analyze  8
Anchor Standard 8 • Responding • Interpret  9
Anchor Standard 9 • Responding • Evaluate  9
Anchor Standard 10 • Connecting • Synthesize  10
Anchor Standard 11 • Connecting • Integrate, Extend  11

Visual Arts Example
Example Performance Indicator
Example Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Example Code

New York State Learning Standards for the
ARTS
Enduring Understanding 1.1 Creativity and innovative thinking are essential life skills that can be developed.

Pre-K VA:Cr1.1.PK
a. Engage in self-directed imaginative play with materials.

Kindergarten VA:Cr1.1.K
a. Engage in exploration and imaginative play with materials.

1st VA:Cr1.1.1
a. Engage collaboratively in exploration and imaginative play with materials.

2nd VA:Cr1.1.2
a. Collaboratively brainstorm multiple artmaking approaches to an art or design problem.

3rd VA:Cr1.1.3
a. Elaborate on a selected imaginative idea.

4th VA:Cr1.1.4
a. Brainstorm multiple artmaking approaches to a creative art or design problem.

5th VA:Cr1.1.5
a. Combine ideas to generate an innovative idea for artmaking.

6th VA:Cr1.1.6
a. Collaboratively exchange concepts and different points of view to generate innovative ideas for creating art.

7th VA:Cr1.1.7
a. Apply strategies to overcome creative blocks.

8th VA:Cr1.1.8
a. Document and reflect on early stages of the creative process, visually and/or verbally in traditional or new media.

9th VA:Cr1.1.HSI
a. Apply strategies to overcome creative blocks.

10th VA:Cr1.1.HSII
a. Develop criteria to guide making a work of art or design to meet an identified goal.

11th VA:Cr1.1.HSIII
a. Collaboratively shape an artistic investigation of an aspect of present day life by using a contemporary practice of art and design.

Note: throughout the 11 NYS Visual Arts Standards, the terms art, artwork(s) and design appear over and over again as the distinct results of different kinds of visual thinking. Though unbolded in this document, their definitions are located in the NYS Visual Arts Glossary.
### Enduring Understanding 2.1
Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.

<table>
<thead>
<tr>
<th>Pre-K VA:Cr2.1.PK</th>
<th>Kindergarten VA:Cr2.1.K</th>
<th>1st VA:Cr2.1.1</th>
<th>2nd VA:Cr2.1.2</th>
<th>3rd VA:Cr2.1.3</th>
<th>4th VA:Cr2.1.4</th>
<th>5th VA:Cr2.1.5</th>
<th>6th VA:Cr2.1.6</th>
<th>7th VA:Cr2.1.7</th>
<th>8th VA:Cr2.1.8</th>
<th>HS Proficient VA:Cr2.1.HSII</th>
<th>HS Accomplished VA:Cr2.1.HSIII</th>
<th>HS Advanced VA:Cr2.1.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use a variety of artmaking tools</td>
<td>a. Through experimentation, build skills in various media and artmaking approaches.</td>
<td>a. Explore uses of materials and tools to create works of art or design.</td>
<td>a. Experiment with various materials and tools to explore personal interests in a work of art or design.</td>
<td>a. Create artwork using a variety of artistic processes and materials.</td>
<td>a. Explore and invent artmaking techniques and approaches.</td>
<td>a. Demonstrate openness in trying new ideas, materials, methods, and artmaking approaches in making works of art and design.</td>
<td>a. Demonstrate persistence in developing skills with various materials, methods, and artmaking approaches in creating works of art and design.</td>
<td>a. Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.</td>
<td>a. Explore environment and responsibility in applying the understandings in the art classroom.</td>
<td>a. Demonstrate an environmentally conscious approach to conservation, care, and cleanliness.</td>
<td>a. Explore the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment.</td>
<td>a. Demonstrate the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment.</td>
</tr>
</tbody>
</table>

### Essential Questions
- How do artists work?
- How do artists and designers find a particular direction that is effective for their work?
- How do artists and designers learn from trial and error?

### Artistic Process • CREATING Process Component • INVESTIGATE

<table>
<thead>
<tr>
<th>Pre-K VA:Cr2.2.PK</th>
<th>Kindergarten VA:Cr2.2.K</th>
<th>1st VA:Cr2.2.1</th>
<th>2nd VA:Cr2.2.2</th>
<th>3rd VA:Cr2.2.3</th>
<th>4th VA:Cr2.2.4</th>
<th>5th VA:Cr2.2.5</th>
<th>6th VA:Cr2.2.6</th>
<th>7th VA:Cr2.2.7</th>
<th>8th VA:Cr2.2.8</th>
<th>HS Proficient VA:Cr2.2.HSII</th>
<th>HS Accomplished VA:Cr2.2.HSIII</th>
<th>HS Advanced VA:Cr2.2.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify safe art materials, tools, and equipment.</td>
<td>a. Demonstrate safe and proper procedures for using materials, tools, and equipment.</td>
<td>a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</td>
<td>a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</td>
<td>a. Utilize and care for materials, tools, and equipment in a safe manner.</td>
<td>a. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</td>
<td>a. Practice conservation, care, safety, and cleanliness of art materials, tools, and equipment.</td>
<td>a. Demonstrate ethical responsibility when using, posting, and sharing images online.</td>
<td>a. Demonstrate ethical responsibility when appropriating, posting, and sharing images.</td>
<td>a. Demonstrate ethical responsibility when using, posting, and sharing images.</td>
<td>a. Demonstrate ethical responsibility when making and distributing creative work.</td>
<td>a. Demonstrate ethical responsibility when making and distributing creative work.</td>
<td>a. Demonstrate ethical responsibility when making and distributing creative work.</td>
</tr>
</tbody>
</table>

### Enduring Understanding 2.2
Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.

<table>
<thead>
<tr>
<th>Pre-K VA:Cr2.2.PK</th>
<th>Kindergarten VA:Cr2.2.K</th>
<th>1st VA:Cr2.2.1</th>
<th>2nd VA:Cr2.2.2</th>
<th>3rd VA:Cr2.2.3</th>
<th>4th VA:Cr2.2.4</th>
<th>5th VA:Cr2.2.5</th>
<th>6th VA:Cr2.2.6</th>
<th>7th VA:Cr2.2.7</th>
<th>8th VA:Cr2.2.8</th>
<th>HS Proficient VA:Cr2.2.HSII</th>
<th>HS Accomplished VA:Cr2.2.HSIII</th>
<th>HS Advanced VA:Cr2.2.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Utilize and care for materials, tools, and equipment.</td>
<td>a. Demonstrate safe and proper procedures for using materials, tools, and equipment.</td>
<td>a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</td>
<td>a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</td>
<td>a. Utilize and care for materials, tools, and equipment in a safe manner.</td>
<td>a. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</td>
<td>a. Practice conservation, care, safety, and cleanliness of art materials, tools, and equipment.</td>
<td>a. Demonstrate ethical responsibility when using, posting, and sharing images online.</td>
<td>a. Demonstrate ethical responsibility when appropriating, posting, and sharing images.</td>
<td>a. Demonstrate ethical responsibility when using, posting, and sharing images.</td>
<td>a. Demonstrate ethical responsibility when making and distributing creative work.</td>
<td>a. Demonstrate ethical responsibility when making and distributing creative work.</td>
<td>a. Demonstrate ethical responsibility when making and distributing creative work.</td>
</tr>
</tbody>
</table>
Enduring Understanding 2.3
People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.

Pre-K VA:Cr.2.3.K
- a. Create and tell about art that communicates a story about a familiar place or object.

Kindergarten VA:Cr.3.1.K
- a. Reflect on and explain the process of making art.
- a. Use art vocabulary to describe choices.

1st VA:Cr.2.3.1
- a. Create art that represents natural and constructed environments.

2nd VA:Cr.2.3.2
- a. Repurpose objects or materials to make something new.

3rd VA:Cr.2.3.3
- a. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

4th VA:Cr.2.3.4
- a. Identify, describe, and visually document places or objects of personal significance.

5th VA:Cr.2.3.5
- a. Document, describe, and represent constructed environments of regional or historical significance.

6th VA:Cr.2.3.6
- a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.

7th VA:Cr.2.3.7
- a. Apply visual organizational strategies to design and produce a work of art or design that clearly communicates information or ideas.

8th VA:Cr.2.3.8
- a. Select, organize, and design images and text to make visually clear and compelling artistic work.

HS Proficient VA:Cr.3.HSI
- a. Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.

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

Enduring Understanding 3.1
Artists and designers develop excellence through practice and constructive critique, and reflecting on, revising, and refining work over time.

Pre-K VA:Cr.3.1.PK
- a. Share and talk about personal artwork.

Kindergarten VA:Cr.3.1.K
- a. Reflect on and explain the process of making art.
- a. Use art vocabulary to describe choices.

1st VA:Cr.3.1.1
- a. Discuss and reflect with peers about choices made in creating artwork.

2nd VA:Cr.3.1.2
- a. Elaborate by adding details to an artwork to enhance emerging meaning.

3rd VA:Cr.3.1.3
- a. Revise artwork on the basis of insights gained through peer discussion.

4th VA:Cr.3.1.4
- a. Create artist statements by using art vocabulary to describe personal choices in artmaking.

5th VA:Cr.3.1.5
- a. Reflect on whether personal artwork effectively communicates meaning and revise accordingly.

6th VA:Cr.3.1.6
- a. Reflect on and explain important information about personal artwork, in an artist statement or in another format.

7th VA:Cr.3.1.7
- a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

8th VA:Cr.3.1.8
- a. Apply relevant criteria and the feedback of others to revise and refine works of art and design in response to personal artistic vision.

HS Proficient VA:Cr.3.HSI
- a. Engage in constructive critique with peers, then reflect on, engage, revise, and refine works of art and design concerning relevant criteria and the feedback of others.

HS Accomplished VA:Cr.3.HSII
- a. Demonstrate in works of art or design how visual culture and material culture define, shape, enhance, inhibit, and empower people’s lives.
### VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work ~ 4

**Anchor Standard 4** Select, analyze and interpret artistic work for presentation.

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>HS Proficient</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>Identify reasons for saving and displaying objects, artworks, and artwork.</td>
<td>Identify the purpose of a portfolio or collection.</td>
<td>Explain questions such as where, when, why, and how art should be prepared for presentation or preservation.</td>
<td>Distinguish between different materials or artistic techniques for preparing artwork for presentation.</td>
<td>Identify exhibit space and prepare works of art, including artists’ statements, for presentation.</td>
<td>Analyze how materials and techniques support a strategy for preparing and presenting artwork.</td>
<td>Analyze and evaluate the reasons and ways that an exhibition is presented.</td>
<td>Compare and contrast how technologies have affected the presentation and preservation of artwork.</td>
<td>Develop and apply criteria for curating a collection of artwork for presentation.</td>
<td>Analyze, select, and curate art and artifacts for presentation and preservation.</td>
<td>Analyze, select, and curate personal artwork for a collection or portfolio presentation.</td>
<td>Analyze, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</td>
</tr>
</tbody>
</table>

**Artistic Process**

- PRESENTING
- SELECT, PRESERVE

**Process Components**

- CURATE

---

### VISUAL ARTS ~ Presenting ~ Interpreting and sharing artistic work ~ 5

**Anchor Standard 5** Develop and refine artistic techniques and work for presentation.

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>HS Proficient</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA:Pr:5.1.K</td>
<td>VA:Pr:5.1.K</td>
<td>VA:Pr:5.1.1</td>
<td>VA:Pr:5.1.2</td>
<td>VA:Pr:5.1.3</td>
<td>VA:Pr:5.1.4</td>
<td>VA:Pr:5.1.5</td>
<td>VA:Pr:5.1.6</td>
<td>VA:Pr:5.1.7</td>
<td>VA:Pr:5.1.8</td>
<td>VA:Pr:5.1.HSI</td>
<td>VA:Pr:5.1.HSII</td>
</tr>
<tr>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>Identify places where art may be displayed or saved.</td>
<td>Explain the purpose of a portfolio or collection.</td>
<td>Explore questions such as where, when, why, and how art should be prepared for presentation or preservation.</td>
<td>Distinguish between different materials or artistic techniques for preparing artwork for presentation.</td>
<td>Identify exhibit space and prepare works of art, including artists’ statements, for presentation.</td>
<td>Analyze various environments for presentation and protection of art both in physical or digital formats.</td>
<td>Develop a logical argument for safe and effective display of materials and techniques for preparing and presenting artwork.</td>
<td>Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</td>
<td>Collaboratively prepare and present selected theme-related artwork for display, and formulate exhibition narratives for the viewer.</td>
<td>Analyze and evaluate how decisions made in the preparation and presentation of artwork affect a viewer’s perception of meaning.</td>
<td>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</td>
<td>Investigate, compare, and contrast methods for preserving and protecting art.</td>
</tr>
</tbody>
</table>

**Artistic Process**

- PRESENTING
- CURATE

**Process Components**

- SELECT, PRESERVE

---

New York State Learning Standards for the VISUAL ARTS

**Together We**

- Create
- Present
- Perform
- Respond
- Connect

The New York State Education Department

Page 6 of 11, VISUAL ARTS

Copyright 2017
### Anchor Standard 6
Convey meaning through the presentation of artistic work.

#### Enduring Understanding
6.1 Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.

#### Essential Questions
- What is the function of art museums, galleries, and other venues that display artwork?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artwork collected, preserved, or presented, cultivate appreciation and understanding?

#### Process Components
- SHARE, RELATE

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify where art is displayed both inside and outside of school.</td>
<td>a. Explain what an art museum is and distinguish how an art museum is different from other buildings.</td>
<td>a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.</td>
<td>a. Analyze how art is exhibited inside and outside of schools and how it contributes to communities.</td>
<td>a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.</td>
<td>a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</td>
<td>a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</td>
<td>a. Assess, explain, and provide evidence of how museums or other venues reflect the history and values of a community.</td>
<td>a. Compare and contrast viewing and experiencing collections and exhibitions in different venues.</td>
<td>a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</td>
<td>a. Analyze and describe the effect that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</td>
<td>a. Make, explain, and justify connections between artists and artwork to affect the viewer’s understanding of social, cultural, and/or political experiences.</td>
<td>a. Curate a collection of objects, artifacts, or artwork to affect the viewer’s understanding of social, cultural, and/or political experiences.</td>
</tr>
</tbody>
</table>
VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 7

Anchor Standard 7  Perceive and analyze artistic work.

**Enduring Understanding**

**7.1** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.

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

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

<table>
<thead>
<tr>
<th>Anchor Standard 8</th>
<th>Interpret meaning in artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding</strong></td>
<td><strong>Essential Questions</strong></td>
</tr>
</tbody>
</table>
| 8.1 People gain insight into meanings of artwork by engaging in a process of art criticism. | • What is the value of engaging in a process of art criticism?  
• How can the viewer "read" a work of art as text?  
• How does knowing and using visual art vocabularies help us understand and interpret works of art? |

|  
|-----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| a. With guidance, share reactions to share observations compare and contrast subject matter in works of art. | a. With guidance, share observations comparing artworks. | a. With guidance, categorize subject matter and identify common themes in works of art. | a. Interpret mood in artwork by analyzing subject matter and characteristics of form. | a. Interpret art by analyzing relevant subject matter, characteristics of form, and use of media. | a. Interpret art by referring to contextual information and analyzing subject matter, characteristics of form and structure, and use of media. | a. Interpret ideas and mood in art by analyzing artmaking approaches, characteristics of form and structure, relevant contextual information, subject matter, and use of media. | a. Analyze how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. | a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. | a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. |

**VISUAL ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9**

<table>
<thead>
<tr>
<th>Anchor Standard 9</th>
<th>Apply criteria to evaluate artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding</strong></td>
<td><strong>Essential Questions</strong></td>
</tr>
</tbody>
</table>
| 9.1 People evaluate art, based on various criteria. | • How does one determine criteria to evaluate a work of art?  
• How and why might criteria vary?  
• How is a personal preference different from an evaluation?  |

|  
|-----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| a. Select a preferred artwork. | a. Explain reasons for selecting a preferred artwork. | a. Categorize artwork, based on different reasons for preferences. | a. Use learned art vocabulary to express preferences about artwork. | a. Evaluate an artwork, based on given criteria. | a. Apply one set of criteria to evaluate a work of art. and identify common themes in works of art. | a. Develop and apply relevant criteria to evaluate a work of art. | a. Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as on historical and cultural contexts. | a. Compare and explain the differences between a personal criterion-based evaluation of an artwork and an established criterion-based evaluation of an artwork. | a. Establish relevant criteria in order to evaluate a work of art or collection of works. | a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works, based on differing sets of criteria. | a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. |

---

New York State Learning Standards for the Arts

Page 9 of 11, VISUAL ARTS
Copyright 2017
The New York State Education Department
### Anchor Standard 10
Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

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

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

**Artistic Process**
- CONNECTING
- SYNTHESIZE

<table>
<thead>
<tr>
<th>Grade</th>
<th>VA: Cn10.PK</th>
<th>VA: Cn10.1</th>
<th>VA: Cn10.2</th>
<th>VA: Cn10.3</th>
<th>VA: Cn10.4</th>
<th>VA: Cn10.5</th>
<th>VA: Cn10.6</th>
<th>VA: Cn10.7</th>
<th>VA: Cn10.8</th>
<th>VA: Cn10.HSI</th>
<th>VA: Cn10.HSI</th>
<th>VA: Cn10.HSII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>a. Explore the world using descriptive words and artistic work.</td>
<td>a. Create art that tells a story about a life experience.</td>
<td>a. Create works of art about events in home, school, or community life.</td>
<td>a. Identify times, places, and reasons that students make art outside of school.</td>
<td>a. Develop a work of art that reflect community cultural traditions.</td>
<td>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>VA: Cn10.1</td>
<td>a. Create works of art about events in home, school, or community life.</td>
<td>a. Create works of art about events in home, school, or community life.</td>
<td>a. Identify times, places, and reasons that students make art outside of school.</td>
<td>a. Develop a work of art that reflect community cultural traditions.</td>
<td>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>VA: Cn10.2</td>
<td>a. Identify times, places, and reasons that students make art outside of school.</td>
<td>a. Develop a work of art that reflect community cultural traditions.</td>
<td>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>VA: Cn10.3</td>
<td>a. Identify times, places, and reasons that students make art outside of school.</td>
<td>a. Develop a work of art that reflect community cultural traditions.</td>
<td>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>VA: Cn10.4</td>
<td>a. Develop a work of art that reflect community cultural traditions.</td>
<td>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>VA: Cn10.5</td>
<td>a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>VA: Cn10.6</td>
<td>a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>VA: Cn10.7</td>
<td>a. Design a work of art inspired by a place where people gather in the community.</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>VA: Cn10.8</td>
<td>a. Make art collaboratively to reflect on and reinforce positive aspects of group identity.</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Proficient</td>
<td>VA: Cn10.HSI</td>
<td>a. Document the process of developing ideas; from early stages to full elaboration.</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Accomplished</td>
<td>VA: Cn10.HSII</td>
<td>a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Advanced</td>
<td>VA: Cn10.HSIII</td>
<td>a. Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enduring Understanding 11.1  
Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.

Enduring Understanding 11.2  
Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.

Pre-K VA:Cnt11.1.PK  
a. Recognize that people make works of art and design.
Kindergarten VA:Cnt11.1.K  
a. Identify a variety of forms of art and design.
1st VA:Cnt11.1.1  
a. Sort and categorize art objects according to form and function.
2nd VA:Cnt11.1.2  
a. Compare and contrast differently designed objects that have a similar function.
3rd VA:Cnt11.1.3  
a. Recognize visual characteristics commonly found in works of art and design from a particular culture.
4th VA:Cnt11.1.4  
a. Connect visual characteristics of works of art and design to beliefs and traditions in a culture.
5th VA:Cnt11.1.5  
a. Explore how works of art and design contribute to the quality of life within a culture.
6th VA:Cnt11.1.6  
a. Analyze how works of art and design correlate with the needs, desires, beliefs, and traditions of a culture.
7th VA:Cnt11.1.7  
a. Investigate different ways that art and design can establish, reflect, and reinforce group identity.
8th VA:Cnt11.1.8  
a. Through observation, infer information about the time, place, and culture in which a work of art or design was created.
HS Proficient VA:Cnt11.1.HSI  
a. Investigate ways that art and design, from one culture or time period can influence artists and designers from a different culture or time period.
HS Accomplished VA:Cnt11.1.HSII  
a. Compare uses of art in a variety of societal, cultural, and historical contexts; and make connections to uses of art in contemporary and local contexts.
HS Advanced VA:Cnt11.1.HSIII  
a. Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Essential Questions  
- How do works of art and design help us understand the lives of people of different times, places, and cultures?
- How do art and design enhance people’s lives and influence culture?
- What is innovation and why is it important to the advancement of a society?
- How do knowledge and skills in the arts broaden career opportunities?
- In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?