

CREATING

		K-2	3-5	6-8	Associated Curriculum and Materials	Performance Indicators
Standard 1: Generate and conceptualize artistic ideas and work.	I can ... <ul style="list-style-type: none"> Brainstorm collaboratively multiple approaches to an art or design problem Make art or design with various materials and tools to explore personal interests, questions, and curiosity. 	I can ... <ul style="list-style-type: none"> Brainstorm multiple approaches to combine ideas to generate innovative ideas for art-making. Apply knowledge of available resources to identify and demonstrate diverse methods of artistic investigation for beginning a work of art. 	I can ... <ul style="list-style-type: none"> Combine concepts and apply methods to overcome creative blocks, using traditional or new media. Using personally relevant content for art, develop criteria to guide making a work of art to meet an identified goal. 	<ul style="list-style-type: none"> Use of materials Critique (Teacher and Peer) Classroom Discussion Presentation Displaying Artwork (Digitally and Locally) 	<ul style="list-style-type: none"> Observation Questioning Finished Product 	
	Standard 2: Organize and develop artistic ideas and work.	I can ... <ul style="list-style-type: none"> Experiment with various materials and tools to explore personal interests in a work of art or design. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. Repurpose objects to make something new. 	I can ... <ul style="list-style-type: none"> Experiment and develop skills in multiple art-making techniques and approaches through practice. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. 			I can ... <ul style="list-style-type: none"> Demonstrate willingness to experiment with new ideas, materials, and methods to experiment and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making. Apply visual organizational strategies to design and produce a work of art that clearly communicates information or ideas.

	<p>Standard 3:</p> <p>Refine and complete artistic work.</p>	<p>I can ...</p> <ul style="list-style-type: none"> • Discuss and reflect with peers about choices made in creating artwork. 	<p>I can ...</p> <ul style="list-style-type: none"> • Revise artwork in progress on the basis of insight gained through peer discussion. 	<p>I can ...</p> <ul style="list-style-type: none"> • Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. 		
--	---	---	---	--	--	--

Demonstration of Learning

- Students will be able to refine their artwork to create a completed piece of art.
- Students will be able to use various artistic methods and supplies to help create a finished piece of art.

PRESENTING

		K-2	3-5	6-8	Associated Curriculum and Materials	Performance Indicators
Standard 1: Select, develop, and refine techniques for artistic presentation	I can ... <ul style="list-style-type: none"> • Explain why some pieces of art are valued over others. • Ask and answer what quality of artwork is ready for presentation 	I can ... <ul style="list-style-type: none"> • Demonstrate multiple ways of presenting artwork, including electronic. 	I can ... <ul style="list-style-type: none"> • Present artwork in various mediums, including two-dimensional, three-dimensional, and digital. 		<ul style="list-style-type: none"> • Use of materials • Critique (Teacher and Peer) • Classroom Discussion • Presentation • Displaying Artwork (Digitally and Locally) 	<ul style="list-style-type: none"> • Observation • Questioning • Finished Product
Standard 2: Convey meaning through the presentation of artistic work	I can ... <ul style="list-style-type: none"> • Explain where and how art is shared with others, such as a museum. 	I can ... <ul style="list-style-type: none"> • Compare and contrast how different cultures record and illustrate stories and history through art. 	I can ... <ul style="list-style-type: none"> • Explain how artwork can influence ideas, beliefs, and experiences. • Both individually and collaboratively develop a visual plan for displaying artwork. 			

Demonstration of Learning

- Students will be able to analyze artwork to know what qualities are ready for presentation.

RESPONDING

	K-2	3-5	6-8	Associated Curriculum and Materials	Performance Indicators
<p>Standard 1:</p> <p>Perceive and analyze artistic work.</p>	<p>I can ...</p> <ul style="list-style-type: none"> Compare images that represent the same subject and categorize them based on different properties. 	<p>I can ...</p> <ul style="list-style-type: none"> Compare one's own interpretation of a work of art with the interpretation of others. 	<p>I can ...</p> <ul style="list-style-type: none"> Analyze how artwork can be influenced by a person's aesthetic choices to impact the visual image that one conveys to others. 	<ul style="list-style-type: none"> Use of materials Critique (Teacher and Peer) Classroom Discussion Presentation Displaying Artwork (Digitally and Locally) 	<ul style="list-style-type: none"> Observation Questioning Finished Product
<p>Standard 2:</p> <p>Interpret intent and meaning in artistic work, by applying criteria to evaluate artistic work.</p>	<p>I can ...</p> <ul style="list-style-type: none"> Interpret art by subject matter and describe relevant details. Use art vocabulary to express preferences about artwork. 	<p>I can ...</p> <ul style="list-style-type: none"> Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to convey ideas. Recognize differences in criteria used to evaluate works of art, based on style, media, or cultural contexts. 	<p>I can ...</p> <ul style="list-style-type: none"> Interpret art by analyzing how interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. 		

Demonstration of Learning

- Students will be able to analyze artistic work by using established criteria to make changes and improve their own projects.

CONNECTING

	K-2	3-5	6-8	Associated Curriculum and Materials	Performance Indicators
<p>Standard 1:</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>I can ...</p> <ul style="list-style-type: none"> • Create art that relates to my own personal life, home, school, or community. 	<p>I can ...</p> <ul style="list-style-type: none"> • Create art through observation to view surroundings in new ways through art-making. 	<p>I can ...</p> <ul style="list-style-type: none"> • Make art collaboratively to reflect on and reinforce positive aspects of group identity. 	<ul style="list-style-type: none"> • Use of materials • Critique (Teacher and Peer) • Classroom Discussion • Presentation • Displaying Artwork (Digitally and Locally) 	<ul style="list-style-type: none"> • Observation • Questioning • Finished Product
<p>Standard 2:</p> <p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>I can ...</p> <ul style="list-style-type: none"> • Understand that people from different places and times have made art for a variety of reasons. 	<p>I can ...</p> <ul style="list-style-type: none"> • Recognize that peoples responses to art change depending on their knowledge of a time and place in which the art was made. 	<p>I can ...</p> <ul style="list-style-type: none"> • Distinguish different ways art is used to represent, reinforce, and reflect group identity. 		

Demonstration of Learning

- Students will be able to make connections either historically or locally between their own artwork and group identity.