

Delaware Standards for Visual & Performing Arts

Delaware Arts Standards by grade with their Enduring Understanding (EU), Essential Questions (EQ), and I CAN Statements to guide instruction.

Visual Arts II-Accomplished



CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and works

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Investigate, Plan, Make	VA:Cr1.1.IIa		
	<ul style="list-style-type: none"> EU: Creativity and innovative thinking are essential life skills that can be developed. EQ(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? 	Individually or collaboratively formulate new creative problems based on student's existing artwork.	I CAN Individually or collaboratively formulate new creative problems based on student's existing artwork.
	VA:Cr1.2.IIa		
	<ul style="list-style-type: none"> EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. EQ(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? 	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	I CAN choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Investigate	VA:Cr2.1.IIa		
	<ul style="list-style-type: none"> EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches EQ(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? 	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	I CAN practice persist, and demonstrate acquisition of skills and knowledge in a chosen art form through experimentation.

CREATING

VA:Cr2.2.IIa			
	<ul style="list-style-type: none"> EU: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. EQ(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? 	Demonstrate awareness of ethical implications of making and distributing creative work.	I CAN demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.IIa			
	<ul style="list-style-type: none"> EU: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. EQ(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? 	Redesign an object, system, place, or design in response to contemporary issues.	I CAN redesign an object, system, place or design in response to contemporary issues.

Anchor Standard 3: Refine and complete artistic work.

Process Component: Reflect, Refine, Continue	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Cr3.1.IIa		
	<ul style="list-style-type: none"> EU: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. EQ(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? 	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	I CAN reflect on, revise, and refine works of art in response to traditional and contemporary criteria aligned with personal artistic vision.

PRESENTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Select	VA:Pr4.1.IIa		
	<ul style="list-style-type: none"> • EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. • EQ(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? 	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	I CAN analyze, select, and critique personal artworks for a collection or portfolio presentation.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Analyze	VA:Pr5.1.IIa		
	<ul style="list-style-type: none"> • EU: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • EQ(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? 	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	I CAN evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Share	VA:Pr6.1.IIa		
	<ul style="list-style-type: none"> • EU: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. • EQ(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? 	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	I CAN make explain and justify connections between artists, their works of art and social, cultural and political history.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

Process Component: Perceive	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement	
	VA:Re7.1.IIa			
	<ul style="list-style-type: none"> EU: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. EQ(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? 	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	I CAN recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	
VA: Re7.2.IIa				
<ul style="list-style-type: none"> EU: Visual imagery influences understanding of and responses to the world. EQ(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? 	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	I CAN evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.		

Anchor Standard 8: Interpret intent and meaning in artistic work.

Process Component: Analyze	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement	
	VA: Re8.1.IIa			
	<ul style="list-style-type: none"> EU: People gain insights into meanings of artworks by engaging in the process of art criticism. EQ(s): What is the value of engaging in the 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? 	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	I CAN identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	

Anchor Standard 9: Apply criteria to evaluate artistic work.

Process Component: Interpret	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement	
	VA: Re9.1.IIa			
	<ul style="list-style-type: none"> EU: People evaluate art based on various criteria. EQ(s): 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? 	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	I CAN determine the relevance of criteria used by others to evaluate a work of art or collection of works.	

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Process Component: Synthesize	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Cn10.1.IIa		
	<ul style="list-style-type: none"> • EU: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • EQ(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	I CAN utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Process Component: Relate	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Cn11.1.IIa		
	<ul style="list-style-type: none"> • EU: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. • EQ(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? 	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.	I CAN 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.