



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

VISUAL ARTS

| CONNECTING | | | | | | | | | |
|---|--|---|---|--|---|---|--|---|--|
| Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. | | | | | | | | | |
| VA:Cn10.1a | | | | | | | | | |
| Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. | | | | | | | | | |
| Essential Question(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? | | | | | | | | | |
| Pre K | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| VA:Cn10.1.Pka | VA:Cn10.1.Ka | VA:Cn10.1.1a | VA:Cn10.1.2a | VA:Cn10.1.3a | VA:Cn10.1.4a | VA:Cn10.1.5a | VA:Cn10.1.6a | VA:Cn10.1.7a | VA:Cn10.1.8a |
| Explore the world using descriptive and expressive words and art-making. | Create art that tells a story about a life experience. | Identify times, places, and reasons by which students make art outside of school. | Create works of art about events in home, school, or community life. | Develop a work of art based on observations of surroundings. | Create works of art that reflect community cultural traditions. | Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. | Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. | Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. | Make art collaboratively to reflect on and reinforce positive aspects of group identity. |
| I CAN explore the world using words and art. | I CAN create artwork that tells a story about my life. | I CAN give examples of times students make art outside of school. | I CAN create works of art about people, places and things in my life. | I CAN develop a work of art based on observations of surroundings. | I CAN create works of art that reflect community cultural traditions. | I CAN use my art vocabulary to discuss art and how it relates to the surroundings. | I CAN be inspired by current events and popular culture to create art. | I CAN individually or collaboratively create art inspired by other arts. | I CAN make art collaboratively to reflect on and reinforce positive aspects of group identity. |

| CONNECTING | | | | | | | | | |
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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | | | | | | | | | |
| VA:Cn11.1a | | | | | | | | | |
| Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. | | | | | | | | | |
| Essential Question(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? | | | | | | | | | |
| Pre K | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| VA:Cn11.1.Pka | VA:Cn11.1.Ka | VA:Cn11.1.1a | VA:Cn11.1.2a | VA:Cn11.1.3a | VA:Cn11.1.4a | VA:Cn11.1.5a | VA:Cn11.1.6a | VA:Cn11.1.7a | VA:Cn11.1.8a |
| Recognize that people make art. | Identify a purpose of an artwork. | Understand that people from different places and times have made art for a variety of reasons. | Compare and contrast cultural uses of artwork from different times and places. | Recognize that responses to art change depending on knowledge of the time and place in which it was made. | Through observation, infer information about time, place, and culture in which a work of art was created. | Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. | Analyze how art reflects changing times, traditions, resources, and cultural uses. | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. |
| I CAN see that people make art. | I CAN tell why art was made. | I CAN understand that people from different places have made art for many reasons. | I CAN find things that are the same and different in artwork from different places. | I CAN see that reactions to art change depending on time and place. | I CAN learn about times, places, and different cultures from looking at works of art. | I CAN identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. | I CAN analyze how art reflects changing times, traditions resources, and cultural uses. | I CAN analyze how responses to art is influenced by understanding the time and place in which it was created, the resources and cultural uses. | I CAN distinguish different ways art reflects group identity. |