

# Delaware Standards for Visual & Performing Arts

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

## Visual Arts-Grade One



# 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	<b>VA:Cr1.1.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> Creativity and innovative thinking are essential life skills that can be developed.</li> <li><b>EQ(s):</b> 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?</li> </ul>	Engage collaboratively in exploration and imaginative play with materials.	I CAN use my imagination to explore materials with others.
	<b>VA:Cr1.2.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</li> <li><b>EQ(s):</b> 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?</li> </ul>	Use observation and investigation in preparation for making a work of art.	I CAN observation to plan my work.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Investigate	<b>VA:Cr2.1.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li><b>EQ(s):</b> 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?</li> </ul>	Explore uses of materials and tools to create works of art or design.	I CAN explore different materials and tools.
	<b>VA:Cr2.2.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li><b>EQ(s):</b> 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?</li> </ul>	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	I CAN safely use my materials and tools.
	<b>VA:Cr2.3.1a</b>		
<ul style="list-style-type: none"> <li><b>EU:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li><b>EQ(s):</b> How do objects, places, and design shape lives and communities?</li> </ul>	Identify and classify uses of everyday objects through	Identify and classify uses of everyday objects	

## CREATING

	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?	drawings, diagrams, sculptures, or other visual means.	through drawings, diagrams, sculptures, or other visual means.
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### Anchor Standard 3: Refine and complete artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Reflect, Refine, Continue	<b>VA:Cr3.1.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li><b>EQ(s):</b> 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?</li> </ul>	Use art vocabulary to describe choices while creating art.	I CAN use my art words to explain how I made my art.

## PRESENTING

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
<b>Process Component:</b> Select	<b>VA:Pr4.1.1a</b>		
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</li> <li>• <b>EQ(s):</b> 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?</li> </ul>	Explain why some objects, artifacts, and artwork are valued over others.	I CAN tell why some works of art are more important than others.

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
<b>Process Component:</b> Analyze	<b>VA:Pr5.1.1a</b>		
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ(s):</b> 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?</li> </ul>	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	I CAN prepare my art so I can put it on display.

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
<b>Process Component:</b> Share	<b>VA:Pr6.1.1a</b>		
	<ul style="list-style-type: none"> <li>• <b>EU:</b> 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.</li> <li>• <b>EQ(s):</b> 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?</li> </ul>	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	I CAN tell about the people in art museums.

## RESPONDING

### Anchor Standard 7: Perceive and analyze artistic work

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
Process Component: Perceive	<b>VA:Re7.1.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> 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.</li> <li><b>EQ(s):</b> 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?</li> </ul>	Select and describe works of art that illustrate daily life experiences of one's self and others.	I CAN explain why art is valuable.
	<b>VA: Re7.2.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> Visual imagery influences understanding of and responses to the world.</li> <li><b>EQ(s):</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>	Compare images that represent the same subject	I CAN compare images that have the same subject.

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
Process Component: Analyze	<b>VA: Re8.1.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li><b>EQ(s):</b> 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?</li> </ul>	Interpret art by categorizing subject matter and identifying the characteristics of form.	I CAN describe what the artwork is about.

### Anchor Standard 9: Apply criteria to evaluate artistic work.

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
Process Component: Interpret	<b>VA: Re9.1.1a</b>		
	<ul style="list-style-type: none"> <li><b>EU:</b> People evaluate art based on various criteria.</li> <li><b>EQ(s):</b> 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?</li> </ul>	Classify artwork based on different reasons for preferences.	I CAN tell you my favorite type of artwork and why I picked it.

## CONNECTING

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
Process Component: Synthesize	<b>VA:Cn10.1.Ka</b>		
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• <b>EQ(s):</b> 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?</li> </ul>	Identify times, places, and reasons by which students make art outside of school.	I CAN give examples of times students make art outside of school.

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

	<b>Enduring Understanding and Essential Questions</b>	<b>Performance Standard</b>	<b>I CAN Statement</b>
Process Component: Relate	<b>VA:Cn11.1.Ka</b>		
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> <li>• <b>EQ(s):</b> 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?</li> </ul>	Understand that people from different places and times have made art for a variety of reasons.	I CAN understand that people from different places have made art for many reasons.