

# 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 Three



## CREATING

### Anchor Standard 1: Generate and conceptualize artistic ideas and works

|   | <b>Enduring Understanding and Essential Questions</b>   | <b>Performance Standard</b>   | <b>I CAN Statement</b>                               |
|---|---|---|--|
| <b>Process Component: Investigate, Plan, Make</b> | <b>VA:Cr1.1.3a</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>  | Elaborate on an imaginative idea.   | I CAN add details to an imaginative idea.            |
|   | <b>VA:Cr1.2.3a</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> | Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. | I CAN use what I know and what I have to create art. |

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

|                                       | <b>Enduring Understanding and Essential Questions</b>  | <b>Performance Standard</b>   | <b>I CAN Statement</b>   |
|---------------------------------------|--|---|--|
| <b>Process Component: Investigate</b> | <b>VA:Cr2.1.3a</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>   | Create personally satisfying artwork using a variety of artistic processes and materials.   | I CAN create meaningful art.<br>I CAN use many techniques and materials.   |
|                                       | <b>VA:Cr2.2.3a</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 an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. | I CAN safely and correctly use my materials and tools to create art.<br>I CAN keep my tools and materials clean and organized. |
| <b>VA:Cr2.3.3a</b>                    |  |   |  |

## CREATING

|  |   |  |   |
|--|---|--|---|
|  | <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? 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?</li> </ul> | Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. | I CAN create a piece of art of a place I know, by myself, or with others. |
|--|---|--|---|

### Anchor Standard 3: Refine and complete artistic work.

|  | Enduring Understanding and Essential Questions   | Performance Standard  | I CAN Statement                                    |
|--|--|---|--|
|  | <b>VA:Cr3.1.3a</b>   |   |  |
| Process Component: Reflect, Refine, Continue | <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> | Elaborate visual information by adding details in an artwork to enhance emerging meaning. | I CAN add details to give my artwork more meaning. |

## 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>   |
|------------------------------|--|--|--|
| Process Component:<br>Select | <b>VA:Pr4.1.3a</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> | Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. | I CAN look into and talk about options for choosing places to display art. |

### 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>   |
|-------------------------------|--|--|--|
| Process Component:<br>Analyze | <b>VA:Pr5.1.3a</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> | Identify exhibit space and prepare works of art including artists' statements, for presentation. | I CAN prepare and write about my work of art for presentation. |

### 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>   |
|-----------------------------|---|--|--|
| Process Component:<br>Share | <b>VA:Pr6.1.3a</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 and explain how and where different cultures record and illustrate stories and history of life through art. | I CAN explain why different people use art to tell about themselves. |

## 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:<br>Perceive | <b>VA:Re7.1.3a</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> | Speculate about processes an artist uses to create a work of art. | I CAN infer how an artist created their work of art. |
|                                | <b>VA: Re7.2.3a</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>  | Determine messages communicated by an image.                      | I CAN find the message when looking at an image.     |

### 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:<br>Analyze | <b>VA: Re8.1.3a</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 analyzing use of media to create subject matter, characteristics of form, and mood. | I CAN explain the mood of the artwork by the use of the media. |

### 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:<br>Interpret | <b>VA: Re9.1.3a</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> | Evaluate an artwork based on given criteria. | I CAN evaluate an artwork based on given criteria. |

## 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<br>Component:<br>Synthesize | <b>VA:Cn10.1.3a</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> | Develop a work of art based on observations of surroundings. | I CAN develop a work of art based on observations of surroundings. |

### 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<br>Component:<br>Relate | <b>VA:Cn11.1.3a</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> | Recognize that responses to art change depending on knowledge of the time and place in which it was made. | I CAN see that reactions to art change depending on time and place. |