

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-Grade Four



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:Cr1.1.4a		
	<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? 	Brainstorm multiple approaches to a creative art or design problem.	I CAN brainstorm many ways to solve a creative art or design problem.
	VA:Cr1.2.4a		
	<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? 	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	I CAN work with others to make artwork that is meaningful and purposeful to us.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Investigate	VA:Cr2.1.4a		
	<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? 	Explore and invent art-making techniques and approaches.	I CAN explore and invent art-making techniques.
	VA:Cr2.2.4a		
	<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? 	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	I CAN safely and efficiently use my materials and tools to create art. I CAN keep my tools and materials clean and organized.
	VA:Cr2.3.4a		
<ul style="list-style-type: none"> EU: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. 	Document, describe, and	I CAN use symbolism when	

CREATING

	<ul style="list-style-type: none"> • 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? 	represent regional constructed environments.	creating art. I CAN make art that represents my community.
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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	VA:Cr3.1.4a		
	<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? 	Revise artwork in progress on the basis of insights gained through peer discussion.	I CAN improve my artwork based on peer discussion.

PRESENTING

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

Process Component: Select	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Pr4.1.4a		
	<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 how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	I CAN analyze how technology is changing the preservation and presentation of artwork.

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

Process Component: Analyze	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Pr5.1.4a		
	<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? 	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	I CAN prepare my work of art for display in any place.

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

Process Component: Share	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Pr6.1.4a		
	<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? 	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	I CAN compare and contrast the purpose of different places art is displayed and why people go there.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

Process Component: Perceive	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Re7.1.4a		
	<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? 	Compare responses to a work of art before and after working in similar media.	<p>I CAN compare responses to a work of art.</p> <p>I CAN reflect on different media.</p>
VA: Re7.2.4a			
	<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? 	Analyze components in visual imagery that convey messages.	I CAN explain what symbols in an artwork mean.

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

Process Component: Analyze	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA: Re8.1.4a		
	<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? 	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	I CAN explain the mood and message of the artwork by the use of the media.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Process Component: Interpret	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA: Re9.1.4a		
	<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? 	Apply one set of criteria to evaluate more than one work of art.	I CAN apply one set of criteria to evaluate more than one work of art.

CONNECTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Synthesize	VA:Cn10.1.4a		
	<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? 	Create works of art that reflect community cultural traditions.	I CAN create works of art that reflect community cultural traditions.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Relate	VA:Cn11.1.4a		
	<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? 	Through observation, infer information about time, place, and culture in which a work of art was created.	I CAN learn about times, places, and different cultures from looking at works of art.