

# 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 Five



## 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:Cr1.1.5a</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>	Combine ideas to generate an innovative idea for art-making.	I CAN combine ideas to create an original idea for art-making.
	<b>VA:Cr1.2.5a</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>	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	I CAN identify and demonstrate diverse methods of artistic exploration to choose an approach for beginning a work of 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:Cr2.1.5a</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>	Experiment and develop skills in multiple art-making techniques and approaches through practice.	I CAN develop my art making skills by experimenting and practicing different techniques.
	<b>VA:Cr2.2.5a</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 quality craftsmanship through care for and use of materials, tools, and equipment.	I CAN demonstrate quality craftsmanship thru care for and use of materials, tools, and equipment.
<b>VA:Cr2.3.5a</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>	Identify, describe, and visually document places and/or objects of personal significance.	I CAN find and use personal objects in a work of art.
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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:Cr3.1.5a</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>	Create artist statements using art vocabulary to describe personal choices in art-making.	I CAN create artist statements using art vocabulary.

## 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:Pr4.1.5a</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>	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	I CAN describe the job of a curator.

### 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:Pr5.1.5a</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>	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	I CAN explain the necessity of using my art tools safely.

### 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:Pr6.1.5a</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>	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	I CAN provide reasons why an art exhibition has a big idea or theme.

## 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:Re7.1.5a</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>	Compare one's own interpretation of a work of art with the interpretation of others.	I CAN compare my interpretation of a work of art with my class mates interpretation.
	<b>VA: Re7.2.5a</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>	Identify and analyze cultural associations suggested by visual imagery.	I CAN identify and analyze cultural symbols in artwork.

### 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: Re8.1.5a</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 characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	I CAN explain the mood and message of the artwork by the use of the media and composition.

### 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: Re9.1.5a</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>	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	I CAN recognize differences in criteria used to evaluate different types of art.

## 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>
<b>Process Component: Synthesize</b>	<b>VA:Cn10.1.5a</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>	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	I CAN use my art vocabulary to discuss art and how it relates to the 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>
<b>Process Component: Relate</b>	<b>VA:Cn11.1.5a</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>	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	I CAN identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.