

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 Six



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:Cr1.1.6a		
	<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? 	Combine concepts collaboratively to generate innovative ideas for creating art.	I CAN work with others to produce ideas for creating art.
	VA:Cr1.2.6a		
	<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? 	Formulate an artistic investigation of personally relevant content for creating art.	I CAN develop and plan a work of art that relates to me personally.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Investigate	VA:Cr2.1.6a		
	<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? 	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	I CAN try new ideas using materials and methods.
	VA:Cr2.2.6a		
	<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? 	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	I CAN be environmentally safe when cleaning and storing my art supplies.
	VA:Cr2.3.6a		
<ul style="list-style-type: none"> EU: People create and interact with objects, places, and design that define, 	Design or redesign	I CAN design or	

CREATING

	shape, enhance, and empower their lives. <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? 	objects, places, or systems that meet the identified needs of diverse users.	redesign objects or places that many people use.
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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:Cr3.1.6a		
	<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? 	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	I CAN engage in constructive critique with peers. I CAN reflect on, revise, and refine works of art in response to personal artistic vision.

PRESENTING

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Select	VA:Pr4.1.6a		
	<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 similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	I CAN Analyze the similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artworks.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Analyze	VA:Pr5.1.6a		
	<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? 	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	I CAN plan an art display alone or with my peers.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Share	VA:Pr6.1.6a		
	<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? 	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	I CAN plan an art display alone or with my peers.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Perceive	VA:Re7.1.6a		
	<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? 	Identify and interpret works of art or design that reveal how people live around the world and what they value.	I CAN identify and interpret works of art or design that reveal ways people live around the world and what they value.
	VA: Re7.2.6a		
	<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 ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	I CAN analyze ways that cultural symbols add meaning to artwork.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Analyze	VA: Re8.1.6a		
	<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 distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	I CAN compare and contrast the relevant information in a variety of artworks.

Anchor Standard 9: Apply criteria to evaluate artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Interpret	VA: Re9.1.6a		
	<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? 	Develop and apply relevant criteria to evaluate a work of art.	I CAN develop and apply relevant criteria to evaluate a work of art.

CONNECTING

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

Process Component: Synthesize	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Cn10.1.6a		
	<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? 	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	I CAN be inspired by current events and popular culture to create art.

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

Process Component: Relate	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA:Cn11.1.6a		
	<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? 	Analyze how art reflects changing times, traditions, resources, and cultural uses.	I CAN analyze how art reflects changing times, traditions resources, and cultural uses.