

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 Eight



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:Cr1.1.8a		
	<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? 	Document early stages of the creative process visually and/or verbally in traditional or new media.	I CAN document my creative process.
	VA:Cr1.2.8a		
	<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 shape an artistic investigation of an aspect of present- day life using a contemporary practice of art and design.	I CAN use my knowledge of contemporary art and design to collaboratively plan an artist exploration of everyday life.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Investigate	VA:Cr2.1.8a		
	<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 willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	I CAN demonstrate a willingness to experiment. I CAN take risks to pursue ideas and forms that emerge.
	VA:Cr2.2.8a		
	<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? 	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	I CAN show awareness of copyright laws when creating works of art.

CREATING

	VA:Cr2.3.8a		
	<ul style="list-style-type: none"> EU: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. 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? 	Select, organize, and design images and words to make visually clear and compelling presentations.	I CAN select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Reflect, Refine, Continue	VA:Cr3.1.8a		
	<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? 	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	I CAN apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect and refine art in progress.

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:Pr4.1.8a		
	<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? 	Develop and apply criteria for evaluating a collection of artwork for presentation.	I CAN decide which works of art can be selected for presentation based on certain criteria.

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:Pr5.1.8a		
	<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? 	Collaboratively prepare and present selected theme- based artwork for display, and formulate exhibition narratives for the viewer.	I CAN work collaboratively prepare, and present selected artworks, based on a theme, for display and write an artist statement.

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:Pr6.1.8a		
	<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? 	Collaboratively prepare and present selected theme- based artwork for display, and formulate exhibition narratives for the viewer.	I CAN work collaboratively prepare, and present selected artworks, based on a theme, for display and write an artist statement.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Perceive	VA:Re7.1.8a		
	<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? 	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	I CAN explain how an individual's aesthetic choices are influenced by culture and environment. I CAN explain the impact the visual image one conveys to others.
	VA: Re7.2.8a		
	<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? 	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	I CAN compare and contrast contexts and media that influence ideas, emotions, and actions.

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

	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
Process Component: Analyze	VA: Re8.1.8a		
	<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 analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	I CAN interpret and analyze how all the parts of the composition are related.

RESPONDING

Anchor Standard 9: Apply criteria to evaluate artistic work.

Process Component: Interpret	Enduring Understanding and Essential Questions	Performance Standard	I CAN Statement
	VA: Re9.1.8a		
	<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? 	Create a convincing and logical argument to support an evaluation of art.	I CAN create a convincing and logical argument to support an evaluation 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:Cn10.1.8a		
	<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? 	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	I CAN make art collaboratively to reflect on and reinforce positive aspects of group identity.

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:Cn11.1.8a		
	<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? 	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	I CAN distinguish different ways art reflects group identity