

**Kindergarten-12<sup>th</sup> Grades  
Responding  
Essential/Guiding Question**

- 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?
- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?
- What is the value of engaging in the process of art criticism?
- How can the viewer “read” a work of art?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?
- 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?

- Individual aesthetic and emotional responses
- Visual literacy
- People gain insight into the world through art
- Through art making, people express their ideas and emotions
- People develop ideas and understandings of the world through art

**Anchor Standards**

Interpret intent and meaning in artistic work.  
Apply criteria to evaluate artistic work.

**Performance Standards**

**1.** Explain how an individual’s aesthetic choices are influenced by culture and environment and impact the visual image one conveys to others.

**Formative Assessments**

Bell Ringers  
Observed discussions  
Exit Slips  
Student Conferences  
Group Critiques  
Teacher Observations  
Artist Statements

**2.** Compare and contrast contexts and media in which viewers experience images that influence ideas, emotions and actions.

Bell Ringers  
Observed large or small group discussions  
Student Conferences  
Group Critiques  
Teacher Observations  
Artist Statements

Discussion Interviews  
Teacher Observations  
Artist Statements

**CRS Reading Standard**

**Common Core Reading Standard**

**Formative Assessments**

1. Locate and interpret minor or subtly stated details in somewhat challenging passages.

Determine a central idea of a text or Artwork and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Art History Artwork Activities

2.

**CRS Writing Standard**

**Common Core Writing Standard**

**Formative Assessments**

1.

2.

# Artistic Process | Responding: Understanding and evaluating how the arts convey meaning.

## Anchor Standard | Perceive and analyze artistic work.

Enduring Understanding	Essential Questions		Pre	K	1	2	3	4	5
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.	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?	Performance standard	Recognize art in their	Identify uses of art within their environments.	Select and describe works of art that illustrate daily life experiences of oneself and others.	Perceive and describe aesthetic characteristics of their natural world and constructed environments.	Speculate about processes an artist used to create a work of art.	Compare responses to a work of art before and after working in similar media.	Compare one's own interpretation of a work of art with the interpretation of others.
Visual Imagery influences understanding of and responses to the world.	What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?	Performance standard	.Distinguish between images and real objects.	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties.	Determine messages communicated by an image.	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery.

**Anchor Standard | Interpret intent and meaning in artistic work.**

<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>What is the value of engaging in the process of art criticism?          How can the viewer “read” a work of art?          How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<p><b>Performance standard</b></p>	<p>Interpret art by identifying and describing subject matter.</p>	<p>Interpret art by identifying subject matter and describing relevant details.</p>	<p>Interpret art by categorizing subject matter and identifying the characteristics of form.</p>	<p>Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p>	<p>Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p>	<p>Interpret art by referring to contextual information, and analyzing relevant subject matter, characteristics of form, and use of media.</p>	<p>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.</p>
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**Anchor Standard | Apply criteria to evaluate artistic work.**

<p>People evaluate art based on various criteria.</p>	<p>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?</p>	<p><b>Performance standard</b></p>	<p>Select a preferred artwork.</p>	<p>Explain reasons for selecting a preferred artwork.</p>	<p>Classify artworks based on different reasons for preferences.</p>	<p>Use learned art vocabulary to express preferences about artwork</p>	<p>Evaluate an artwork based on given criteria.</p>	<p>Apply one set of criteria to evaluate more than one work of art.</p>	<p>Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as cultural and historical contexts.</p>
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<b>CRS Reading Standard</b>	<b>Common Core Reading Standard</b>	<b>Formative Assessments</b>
1. Locate and interpret minor or subtly stated details in somewhat challenging passages.	Determine a central idea of a text or artwork and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	Art History Artwork Activities
2.		
<b>CRS Writing Standard</b>	<b>Common Core Writing Standard</b>	<b>Formative Assessments</b>
1.		
2.		

	<b>Regular</b>	<b>Honors</b>
<b>Anchor Text(s)</b>	<i>The Visual Experience</i>	
<b>Supplemental Options</b>	Art21, Scholastic Art	
<b>Content Vocabulary</b>	Per Instructional Unit	
<b>Type of Writing</b>	Artist Statement, personal Narrative, poetry, journal entries, research and response	
<b>Research</b>		

<b>Technology</b>	Adobe Photoshop, Illustrator, Microsoft Word, Iphoto, Timelapse Assembler, art text, Digital Cameras, garage band
<b>Authentic Community Connection</b>	