

# WISCONSIN STANDARDS FOR **Art & Design Education**



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**Wisconsin Department of Public Instruction**  
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# Table of Contents

Foreword.....	iv
Acknowledgements .....	v
<b>Section I: Wisconsin’s Approach to Academic Standards .....</b>	<b>1</b>
Purpose of the Document.....	2
What Are the Academic Standards? .....	3
Relating the Academic Standards to All Students.....	4
Ensuring a Process for Student Success.....	5
References.....	6
<b>Section II: Wisconsin Standards for Art and Design .....</b>	<b>7</b>
Art and Design Education in Wisconsin.....	8
Wisconsin’s Approach to Standards for Art and Design .....	9
Resources.....	10
Components of the Standards .....	11
Standards Structure.....	12
<b>Section III: Standards.....</b>	<b>14</b>
Art and Design Artistic Process: Create.....	15
Art and Design Artistic Process: Present .....	16
Art and Design Artistic Process: Respond .....	17
Art and Design Artistic Process: Connect.....	19

# Foreword

On November 1, 2019, I formally adopted the *Wisconsin Standards for Art and Design*. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in art and design.

The adoption of the *Wisconsin Standards for Art and Design* was part of a concerted effort led by Wisconsin educators and stakeholders who shared their expertise in art and design and teaching from kindergarten through higher education. The public and legislature provided feedback for the writing committee to consider as part of Wisconsin’s Academic Standards review and revision process.



The overall focus of art and design is to build students’ skills and knowledge through multiple opportunities to explore and develop those skills and knowledge through four artistic processes: Create, Present, Respond, and Connect. Each encourages students to be innovative thinkers through the building of artistic literacy, technique, and presentation, and to connect to art and design across time and cultures.

Art and design is an essential part of a comprehensive PK-12 education for all students. The knowledge, techniques, and citizenry skills gained through art and design education in Wisconsin schools support the overall goal of helping all students become college and career ready. The knowledge and skills described provide a framework with actionable indicators for art and design classroom experiences.

The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field. I am excited to share the *Wisconsin Standards for Art and Design*, which aim to build art and design skills, knowledge, and engagement opportunities for all Wisconsin students.

Carolyn Stanford Taylor  
State Superintendent

# Acknowledgements

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Section I

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**Wisconsin's Approach to Academic Standards**



## Purpose of the Document

The purpose of this guide is to improve art and design education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing, and implementing art and design course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows [The Guiding Principles for Teaching and Learning \(2011\)](#). In brief, the principles are:

- 1 Every student has the right to learn.
- 1 Instruction must be rigorous and relevant.
- 1 Purposeful assessment drives instruction and affects learning.
- 1 Learning is a collaborative responsibility.
- 1 Students bring strengths and experiences to learning.
- 1 Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district, and community

## **What Are the Academic Standards?**

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

### **What is the Difference Between Academic Standards and Curriculum?**

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

### **Developing the Academic Standards**

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

## **Aligning for Student Success**

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for Art and Design* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. The graphic below illustrates the relationship between academic standards and other critical principles and efforts that function together to educate every child to graduate college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

## **Relating the Academic Standards to All Students**

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

## **Our Vision: Every Child a Graduate, College and Career Ready**

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

### Guided by Principles

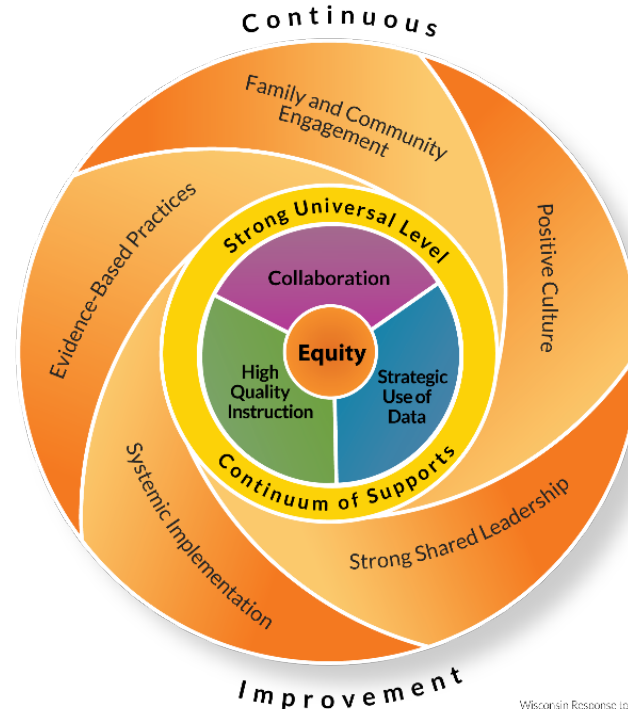
All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child a Graduate Prepared for College and Career](#). When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

### Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

### Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.



Wisconsin Response to Intervention Center  
IDEA C/FDA #81.027

## References

*The Guiding Principles for Teaching and Learning*. 2011. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/standards/guiding-principles>.

*Framework for Equitable Multi-Level Systems of Supports*. 2017. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/rti>.

Section II

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**Wisconsin Standards for Art and Design**

## Art and Design Education in Wisconsin

Art is an essential part of a comprehensive education in Wisconsin. The *2019 Wisconsin Standards for Art and Design* provides a set of academic standards for schools to consider using in developing their own curriculum. The overall focus of art and design as an art form is to build students' skills and knowledge through multiple opportunities to explore and develop skills and knowledge through four artistic processes: **Create, Present, Respond, and Connect**. Each encourages students to be innovative in their pursuits of creative thinking and problem solving through the building of artistic literacy, technique, composition, and presentation, and to connect to universal aspects of art and design across time and cultures. This building of skills sets supports our students by fostering their curious, reflective, and thoughtful nature, and supporting their citizenry skills. These artistic processes and standards aim to provide a foundational set of skills and knowledge for students to become college and career ready.

The *2019 Wisconsin Standards for Art and Design* are developed by Wisconsin educators, artists, other experts, and the business community. The standards are informed by work being done in other states and at the national level. These standards introduce the analytical elements and aesthetic expressive qualities of art and design to all students, and include:

1. Fundamental concepts of artistic techniques, critical thinking, and creative expression beginning in the elementary levels
2. Critical thinking, skill building, and expressing and communicating ideas, feelings, and concepts in greater depth at the secondary levels
3. Additional experiences that allow interested students to study art and design in depth, and prepare them for entry into a career and college
4. Opportunities for students to demonstrate their art and design knowledge and skills through Creating, Presenting, Responding, and Connecting
5. Investigation of various aspects of art and design through cultural, social, and historical contexts

## Wisconsin’s Approach to Standards for Art and Design

The work of the writing committee for the *Wisconsin Standards for Art and Design* drew from available models of art and design standards, and art and design pedagogy resources. With the release of the *Wisconsin Model Academic Standards for Art and Design Education* (2000) and the *National Core Arts Standards in Visual Arts* (2014), Wisconsin art and design educators have had numerous resources to review when determining how to build the foundational knowledge and skills of students. These resources, along with several other standards sets, inspired this standards document. The standards reflect the artistic processes of the *National Core Arts Standards*.

These artistic processes—Create, Present, Respond, and Connect—provide the main concepts. The performance indicators at each grade band expand on the nature of the standards and artistic processes, and how educators may integrate them into other disciplines.

Two standards examples, the *Wisconsin’s Model Academic Standards for Art and Design Education* (2000) and the *National Core Arts Standards in Visual Arts* (2014), generated a great deal of attention from educators, parents, and the general public. These two examples are based on two data collections: 1) an informal poll of art and design educators asking about their use of standards, and 2) a statewide survey of art and design educators, administrators, parents, art and design professionals, and the public sharing how they valued art and design education. Respondents to the public surveys and the writing team identified these two sets of standards as having great merit.

This revision gives educators the tools to build learners’ skills and knowledge in a more well-rounded, holistic way. The performance indicators further expand experiential art and design opportunities in the classroom. The *Wisconsin Standards for Art and Design* use the *National Core Arts Standards for Visual Arts* artistic processes as their standards. These artistic processes are: Standard 1 (Create), Standard 2 (Present), Standard 3 (Respond), and Standard 4 (Connect).

The *Wisconsin Standards for Art and Design* performance indicators may be implemented through a variety of experiences. Educators may identify how the standards will be used and mastered by students. Critical to this work are the continued conversations in communities with multiple stakeholders to support the implementation of these standards. These conversations are a starting point for determining how to set the stage for high-quality, comprehensive art and design programming throughout Wisconsin.



## Resources

The majority of the resources used in developing the *Wisconsin Standards for Art and Design* came from the *Wisconsin Model Academic Standards for Art and Design Education* (2000), and the *National Core Arts Standards in Visual Art* (2014). The artistic processes of this work are based on the *National Core Arts Standards* © 2015. Rights administered by State Education Agency Directors of Arts Education (SEADAE) (All rights reserved).

- [National Core Arts Standard—Visual Arts](#). 2014. Dover, DE: National Coalition for Core Arts Standards. ([copyright use](#)).
- *Wisconsin Model Academic Standards for Art and Design Education*. 2000. Madison, WI: Wisconsin Department of Public Instruction.

Additional state standards were utilized by the writing team in their work. The state examples provided various structures and content for comparison.

- [Arizona's Academic Standards in the Art—Visual Arts](#). 2015. Phoenix, AZ: Arizona Department of Education.
- [Colorado Academic Standards Visual Arts Standards](#). 2020. Denver, CO: Colorado Department of Education.
- [New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#). 2009. Trenton, NJ: New Jersey State Department of Education.

Numerous existing sets of standards and standards-related documents have been used in developing the *Wisconsin Standards for Art and Design*. These include:

- [Arizona Academic Standards in the Arts](#). 2015. Phoenix, AZ: Arizona Department of Education.
- [Colorado Academic Standards Visual Arts Standards](#). 2020. Denver, CO: Colorado Department of Education.
- [New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#). 2009. Trenton, NJ: New Jersey State Department of Education.
- [National Core Arts Standards—Visual Arts](#). 2014. Dover, DE: National Coalition for Core Arts Standards.
- *Wisconsin Model Academic Standards for Art and Design Education*. 2000. Madison, WI: Wisconsin Department of Public Instruction.

## Components of the Standards

1. The standards are built around four artistic processes: Create, Present, Respond, and Connect.

<p><b>CREATE</b> Students will generate, develop, and refine artistic work.</p>	<p><b>RESPOND</b> Students will critically interpret intent and meaning in order to evaluate artistic work.</p>
<ol style="list-style-type: none"> <li>1. Investigate</li> <li>2. Plan</li> <li>3. Make</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe</li> <li>2. Analyze</li> <li>3. Interpret</li> <li>4. Inquire</li> <li>5. Evaluate</li> </ol>
<p><b>PRESENT</b> Students will analyze, develop, and convey meaning through the presentation of artistic work.</p>	<p><b>CONNECT</b> Students will relate prior knowledge with personal experience and external context.</p>
<ol style="list-style-type: none"> <li>1. Develop</li> <li>2. Communicate</li> <li>3. Share</li> </ol>	<ol style="list-style-type: none"> <li>1. Interdisciplinary</li> <li>2. Career Connections</li> <li>3. Cultural, Social, and Historical Awareness</li> </ol>

2. The *Wisconsin Standards for Art and Design* are organized by grade bands: K-2, 3-5, 6-8, and 9-12. This allows for some flexibility in instruction and greater differentiation for the support of students over time. All levels identify proficient for the older grade level in that band.
3. There are four art and design standards identified for grades Kindergarten through 12. These conceptual ideas take into consideration the current *Wisconsin Model Academic Standards for Art and Design Education (2000)* and the *National Core Arts Standards (2014)*, as well as other examples available and reviewed by the writing committee.
4. The overall concept for the art and design standards provide **what students should know and be able to do** in the identified grade bands. Performance indicators provide additional ideas to support the standards. The performance indicators allow flexibility for educators, practitioners, and communities to identify more specific elements through their own curricular development. This document focuses on the **what** (and not the **how**) learners will know and be

able to do when they reach the identified performance indicators. This set of standards does not prescribe specific approaches or strategies, but rather allows the learning community to identify these areas through their own art and design curriculum plan.

## Standards Structure

The *Wisconsin Standards for Art and Design* follow a structure similar to other Wisconsin State Academic Standards. The artistic processes, also known as the standards, provide a structure that can be used sequentially or customized to align with pedagogical needs.

### Standards Coding

**Content Area: Art and Design (AA)**  
 Standard AA 1: CREATE—Students will generate, develop, and refine artistic work.

**Performance Indicators (by Grade Band)**

Artistic Process	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Create	AA.Cr.1.e: Investigate Explore studio skills, techniques, materials, tools, and elements and principles of art and design.	AA.Cr.4.i: Investigate Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice.	AA.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design.	AA.Cr.10.h: Investigate Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
	AA.Cr.2.e: Plan Describe process and choices while creating art.	AA.Cr.5.i: Plan Brainstorm, discuss, and sketch ideas to solve an art problem.	AA.Cr.8.m: Plan Generate original solutions through exploration and practice.	AA.Cr.11.h: Plan Formulate original concepts by practice, experimentation, and revision.
	AA.Cr.3.e: Make Create works of art that introduce students to media, care of tools, and basic craftsmanship skills.	AA.Cr.6.i: Make Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.	AA.Cr.9.m: Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.	AA.Cr.12.h: Make Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

**Grade Band**  
 e = elementary (K - 2nd Grade)  
 i = intermediate (3rd - 5th Grade)  
 m = middle (6th - 8th Grade)  
 h = high (9th - 12th Grade)

### Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do
- **Artistic Process:** Breaks down the broad statement into manageable learning pieces
- **Performance Indicator by Grade Band:** Measurable degree to which a standard has been developed or met

## Grade Bands

Grade bands of K-2, 3-5, 6-8, and 9-12 align to typical elementary, middle, and high school levels

- Grade bands K-2 and 3-5 indicators share knowledge and skills that should be integrated throughout the elementary curriculum.
- Art and design education should be part of the curriculum for all grade band 6-8 students.
- Art and design education at the 9-12 grade band level continues to develop student foundational understandings of art and design.
- Performance indicators for more in-depth art and design learning expectations for high school students with aspirations toward careers and postsecondary studies will be developed and listed within future appendices.

Section III

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**Discipline: Art and Design Standards**

## Content Area: Art and Design (AA)

Standard AA 1: CREATE—Students will generate, develop, and refine artistic work.

### Performance Indicators (by Grade Band)

Artistic Process	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Create</b>	A.A.Cr.1.e: Investigate Explore studio skills, techniques, materials, tools, and elements and principles of art and design.	A.A.Cr.4.i: Investigate Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice.	A.A.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design.	A.A.Cr.10.h: Investigate Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
	A.A.Cr.2.e: Plan Describe process and choices while creating art.	A.A.Cr.5.i: Plan Brainstorm, discuss, and sketch ideas to solve an art problem.	A.A.Cr.8.m: Plan Generate original solutions through exploration and practice.	A.A.Cr.11.h: Plan Formulate original concepts by practice, experimentation, and revision.
	A.A.Cr.3.e: Make Create works of art that introduce students to media, care of tools, and basic craftsmanship skills.	A.A.Cr.6.i: Make Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.	A.A.Cr.9.m: Make Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.	A.A.Cr.12.h: Make Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

## Content Area: Art and Design (AA)

Standard AA 2: PRESENT—Students will develop, refine, and convey meaning through the production and presentation of artistic work.

### Performance Indicators (by Grade Band)

Artistic Process	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Present</b>	A.A.Pr.1.e: Develop Meaning Explore and develop meaning by viewing personal, historical, and contemporary art.	A.A.Pr.4.i: Develop Meaning Explore and make connections through comparison of artwork from personal, historical, and contemporary artists.	A.A.Pr.7.m: Develop Meaning Convey meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives.	A.A.Pr.10.h: Develop Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
	A.A.Pr.2.e: Communicate Explain artwork through verbal and/or written descriptions using art and design vocabulary.	A.A.Pr.5.i: Communicate Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions.	A.A.Pr.8.m: Communicate Communicate the contextual meaning of artwork in written and verbal statements.	A.A.Pr.11.h: Communicate Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
	A.A.Pr.3.e: Share Share artwork through a presentation or exhibit.	A.A.Pr.6.i: Share Create, share, and exhibit pieces from an ongoing artistic portfolio.	A.A.Pr.9.m: Share Curate and exhibit a portfolio of work to convey artistic importance or meaning.	A.A.Pr.12.h: Share Curate and exhibit artwork for presentation, portfolio development, or preservation.

## Content Area: Art and Design (AA)

Standard AA 3: RESPOND—Students will critically interpret intent and meaning in order to evaluate artistic work.

### Performance Indicators (by Grade Band)

Artistic Process	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Respond</b>	A.A.R.1.e: Describe Identify details, basic elements, and subject matter of an artwork.	A.A.R.6.i: Describe Describe details, subject matter, and the context of an artwork.	A.A.R.11.m: Describe Describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.	A.A.R.16.h: Describe Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
	A.A.R.2.e: Analyze Distinguish between reality and imaginary when describing a work of art.	A.A.R.7.i: Analyze Compare and contrast how the use of media can influence ideas.	A.A.R.12.m: Analyze Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.	A.A.R.17.h: Analyze Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
	A.A.R.3.e: Interpret Use details and subject matter to interpret an artwork’s mood or meaning.	A.A.R.8.i: Interpret Use details, subject matter, and context to interpret an artwork’s mood or meaning.	A.A.R.13.m: Interpret Interpret the formal and expressive qualities in a work of art or design and integrate those qualities into their own work.	A.A.R.18.h: Interpret Explain the intent, meanings, and impacts of different media works of art and design, considering complex factors of context and perspective.
	A.A.R.4.e: Inquire Determine the artist’s intent by identifying the details and subject matter.	A.A.R.9.i: Inquire Determine an artist’s intent by identifying the details, subject matter, and context of an artwork.	A.A.R.14.m: Inquire Compare and contrast the intent of art based on an analysis of subject matter, details, media, and context.	A.A.R.19.h: Inquire Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.

NOTE: This standard continued on next page.



## Content Area: Art and Design (AA)

Standard AA 3: RESPOND—Students will critically interpret intent and meaning in order to evaluate artistic work.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Respond (cont'd)</b>	A.A.R.5.e: Evaluate Use learned art and design vocabulary to express individual opinion of a work.	A.A.R.10.i: Evaluate Determine and apply criteria for evaluating artworks and practice constructive feedback.	A.A.R.15.m: Evaluate Create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals.	A.A.R.20.h: Evaluate Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

## Content Area: Art and Design (AA)

Standard AA 4: CONNECT—Students will relate their artistic work with prior experience and external context.

### Performance Indicators (by Grade Band)

Artistic Process	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Connect</b>	A.A.Cn.1.e: Interdisciplinary Recognize and demonstrate relationships between art and design, and other disciplines.	A.A.Cn.4.i: Interdisciplinary Describe and demonstrate relationships between art and design, and their learning in other disciplines.	A.A.Cn.7.m: Interdisciplinary Analyze works of art and design that illustrate interdisciplinary perspectives.	A.A.Cn.10.h: Interdisciplinary Apply interdisciplinary perspectives in own artistic work.
	A.A.Cn.2.e: Career Connections Recognize art and design careers.	A.A.Cn.5.i: Career Connections Identify art and design processes in a variety of careers.	A.A.Cn.8.m: Career Connections Analyze art and design processes in a variety of careers.	A.A.Cn.11.h: Career Connections Research or experience options in art and design careers.
	A.A.Cn.3.e: Cultural, Social, and Historical Awareness Understand that people from different times and places have made art and design for a variety of reasons.	A.A.Cn.6.i: Cultural, Social, and Historical Awareness Explain how art and design are used to communicate ideas, beliefs, and values of groups and individuals.	A.A.Cn.9.m: Cultural, Social, and Historical Awareness Analyze how art and design, and viewers' responses to them, have been influenced by the times, places, traditions, and cultures.	A.A.Cn.12.h: Cultural, Social, and Historical Awareness Compare purposes of art in a variety of social, cultural, and historical contexts.