

WISCONSIN STANDARDS FOR **Art & Design Education**



DRAFT FOR PUBLIC COMMENT **JULY 2019**

Wisconsin Standards for Art and Design

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Wisconsin Standards for Art and Design (2019)

What are Wisconsin Academic Standards? (Source: [Academic Standards](#))

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. The standards serve as goals for teaching and learning. 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 to serve their community.

Why are Academic Standards Important? (Source: [Academic Standards](#))

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.

What is the Academic Standards Review Process? (Source: [Academic Standards](#))

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process involves the wide gathering of ideas from multiple persons including art educators, administrators, parents, business professionals, art and design industry members, service organizations, and leaders from across the state.

The process begins with a survey and notice of intent to review an academic area, which for art and design was released in February 2019. After a review of the art and design standards, survey feedback, and current art programming in our schools, the State Superintendent's Standards Review Council recommended revisions of the Wisconsin Model Academic Standards for Art and Design Education (2000). The state superintendent authorized the establishment of an art and design writing committee. The committee started their work in May 2019 and continued throughout the spring and summer with a review of the survey feedback, the current Wisconsin's Model Academic Standards for Art and Design Education (2000), and other art standards examples, including the National Core Arts Standards for Visual Arts (2014). Another part of the process involves the public release of the draft with an accompanying survey to gather feedback from the public, key stakeholders, and educators. This feedback is collected to inform the writing committee in their preparation of the draft for further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards. The following links provide more information about this process:

- [The standards review/revision process](#)
- [The State Superintendent's Standards Review Council](#)
- [The checklist used for review of existing/new academic standards to determine if revision or development is needed](#)

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 these 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**; and
5. Investigation of various aspects of art and design through cultural, social, and historical contexts.

Standards Conceptual Focus

The conceptual artistic processes of **Create, Present, Respond, and Connect** weave through the grade bands in the art and design standards. These standards allow a sequential progression of skills for students to build upon from kindergarten through 12th grade. Supplemental resources, including ways to integrate art and design into other content areas, will be developed and available to build art and design knowledge and skills for our Wisconsin students.

The writing committee's goal was to create a set of art and design standards useful in building the capacity of *all K-12* learners in Wisconsin. The standards provide tools that highlight the essential skills and knowledge that educators, art and design practitioners, and school communities can use to shape a comprehensive art and design education. These art and design standards provide a framework for building district-level and community curricula.

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 recent launch of 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. 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 Standards](#) (2014)- Visual Arts
 - [Copyright Use](#)
- [Wisconsin Model Academic Standards for Art and Design Education](#) (2000)

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 Arts - Visual Arts](#) (2015)
- [Colorado Academic Standards Visual Arts Standards](#) (2020)
- [New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#) (2009)

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). Retrieved from: <https://www.azartsstandards.com/>
- Colorado Academic Standards Visual Arts Standards (2020). Retrieved from: <https://www.cde.state.co.us/apps/standards/>
- New Jersey Core Curriculum Content Standards for Visual and Performing Arts (2009). Retrieved from: <https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>
- National Core Arts Standards Visual Arts (2014). Retrieved from: <http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>
- Wisconsin Model Academic Standards for Art and Design Education (2000). Retrieved from: <https://dpi.wi.gov/sites/default/files/imce/standards/pdf/artanddesign.pdf>

Components of the Standards

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

<p>CREATE Students will generate, develop, and refine artistic work.</p>	<p>RESPOND Students will critically interpret intent and meaning in order to evaluate artistic work.</p>
<p>1. Investigate 2. Plan 3. Make</p>	<p>1. Describe 2. Analyze 3. Interpret 4. Inquire 5. Evaluate</p>
<p>PRESENT Students will develop, refine, and convey meaning through the presentation and production of artistic work.</p>	<p>CONNECT Students will relate prior knowledge and personal experience with art and design to cultural and historical context.</p>
<p>1. Develop 2. Communicate 3. Share</p>	<p>1. Interdisciplinary 2. Career Connections 3. Cultural, Social, and Historical Awareness</p>

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

The diagram illustrates the coding structure for the standard 'A A Cr 1 e'. Arrows point from each part of the code to its corresponding level in the table below:

- A**: Discipline (Art and Design)
- A**: Content Area (Art and Design)
- Cr**: Artistic Process (Create)
- 1**: Performance Indicator
- e**: Grade Band (Elementary)

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

Grade Band
 e = elementary (Kindergarten - 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 of K-2, 3-5, 6-8, and 9-12 align to elementary, intermediate, 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.

Discipline: (Art and Design) (A)

Content Area: (Art and Design) (A)

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

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

Discipline: (Art and Design) (A)**Content Area: (Art and Design) (A)****Standard 2 - PRESENT: Students will develop, refine, and convey meaning through the presentation and production of artistic work.**

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PRESENT	D.D.Pr.1.e: Develop Meaning Explore and develop meaning by viewing personal, historical, and contemporary art.	D.D.Pr.4.i: Develop Meaning Explore and make connections through comparison of artwork from personal, historical, and contemporary artists.	D.D.Pr.7.m: Develop Meaning Convey meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives.	D.D.Pr.10.h: Develop Meaning Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.
	D.D.Pr.2.e: Communicate Explain artwork through verbal and/or written descriptions using art and design vocabulary.	D.D.Pr.5.i: Communicate Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions.	D.D.Pr.8.m: Communicate Communicate the contextual meaning of artwork in written and verbal statements.	D.D.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.
	D.D.Pr.3.e: Share Share artwork through a presentation or exhibit.	D.D.Pr.6.i: Share Create, share, and exhibit pieces from an ongoing artistic portfolio.	D.D.Pr.9.m: Share Curate and exhibit a portfolio of work to convey artistic importance or meaning.	D.D.Pr.12.h: Share Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

Discipline: (Art and Design) (A)**Content Area: (Art and Design) (A)****Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.**

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	D.D.R.1.e: Describe Identify details, basic elements, and subject matter of an artwork.	D.D.R.6.i: Describe Describe details, subject matter, and the context of an artwork.	D.D.R.11.m: Describe Describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.	D.D.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.
	D.D.R.2.e: Analyze Distinguish between reality and myth when describing a work of art.	D.D.R.7.i: Analyze Compare and contrast how the use of media can influence ideas.	D.D.R.12.m: Analyze Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.	D.D.R.17.h: Analyze Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
	D.D.R.3.e: Interpret Use details and subject matter to interpret an artwork's mood or meaning.	D.D.R.8.i: Interpret Use details, subject matter, and context to interpret an artwork's mood or meaning.	D.D.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.	D.D.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.

Discipline: (Art and Design) (A)**Content Area: (Art and Design) (A)****Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.**

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	D.D.R.4.e: Inquire Determine the artist’s intent by identifying the details and subject matter.	D.D.R.9.i: Inquire Determine an artist’s intent by identifying the details, subject matter, and context of an artwork.	D.D.R.14.m: Inquire Compare and contrast the intent of art based on an analysis of subject matter, details, media, and context.	D.D.R.19.h: Inquire Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
	D.D.R.5.e: Evaluate Use learned art and design vocabulary to express individual opinion of a work.	D.D.R.10.i: Evaluate Determine and apply criteria for evaluating artworks and practice constructive feedback.	D.D.R.15.m: evaluate Create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals.	D.D.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.

Discipline: (Art and Design) (A)

Content Area: (Art and Design) (A)

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

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