

Arizona Arts Standards



Visual Arts K-2

Student-Friendly-Language
Learning Intentions

2022

Visual Arts – Kindergarten

Creating - Conceiving and developing new artistic ideas and work.

Anchor Standard: Cr1 Generate and conceptualize artistic work.

Enduring Understandings:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1

Essential Questions:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
VA:K.Cr1.a Engage in exploration (such as noticing cause and effect relationships) and imaginative play with materials (such as paper, markers, clay, crayons, etc.).	a. I am learning to explore and play with art materials.
VA:K.Cr1.b Engage collaboratively (such as using manipulatives for construction, adding to a group collage, etc.) in creative artmaking in response to an artistic problem.	b. I am learning to work with my friends to make art together.
Anchor Standard: Cr2 Organize and develop artistic ideas and work. Enduring Understandings: a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Questions: a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate?	
VA:K.Cr2.a Through experimentation, build skills in various media and approaches to artmaking (such as using the elements of modern art, applying artistic ideas from diverse cultures, etc.).	a. I am learning to build my skills with art materials.
VA:K.Cr2.b Observe safe practices with art materials , tools, and equipment.	b. I am learning to use my art tools safely.
VA:K.Cr2.c Create art that represents natural and constructed environments .	c. I am learning to make art that looks like my world.
Anchor Standard: Cr3 Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Questions: 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?	
VA:K.Cr3.a Explain the process and/or subject matter of personal artwork .	a. I am learning to talk about my art.

Visual Arts – Kindergarten

Presenting - Realizing artistic ideas and work through interpretation and presentation.

Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance.

4

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Questions: 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?

Standard

Student Friendly Language

VA:K.Pr4.a Identify reasons for saving and displaying objects, artifacts, and **artwork**.

a. I am learning the importance of sharing artwork with others.

Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation.

5

Enduring Understanding: Artists, curators, and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for display and/or deciding if and how to preserve and protect it.

Essential Questions: 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?

VA:K.Pr5.a Explain the purpose of a **portfolio** or collection (such as keeping **artworks** safe, reviewing **artworks** later, deciding which **artworks** are best, etc.).

a. I am learning to keep my artwork safe.

Anchor Standard: Pr6 Convey meaning through the presentation of artistic work.

6

Enduring Understanding: 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.

Essential Questions: What is an art museum? How does 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?

VA:K.Pr6.a Explain what an art museum is and distinguish how an art museum is different from other buildings.

a. I am learning what makes an art museum different from other buildings.

Visual Arts – Kindergarten

Responding - Understanding and evaluating how the arts convey meaning.

Anchor Standard: Re7 Perceive and analyze artistic work.

Enduring Understandings:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

Essential Questions:

- a. 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?
- b. What is an image? Where and how do we encounter images in our world? How do images influence our views of the world

Standard	Student Friendly Language
VA:K.Re7.a Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.	a. I am learning to tell the difference between a drawing, painting, and a sculpture.
VA:K.Re7.b Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.	b. I am learning to describe what an image represents.
Anchor Standard: Re8 Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Questions: 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?	
VA:K.Re8.a Interpret art by identifying subject matter and describing relevant details.	a. I am learning to describe the story an artwork has to tell.
Anchor Standard: Re9 Apply criteria to artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Questions: 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?	
VA:K.Re9.a Explain reasons for selecting a preferred artwork.	a. I am learning to explain why I like an artwork.

Visual Arts – Kindergarten

Connecting - Relating artistic ideas and work with personal meaning and external context.

- 10**
- Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.
- Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.
- Essential Questions:** 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 artmaking?

Standard	Student Friendly Language
VA:K.Cn10.a Create art that tells a story about a life experience.	a. I am learning to create art that tells a story about a life experience.
11 Anchor Standard: Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
VA:K.Cn11.a Identify the purpose of an artwork.	a. I am learning to explain why an artwork was created.



**ARIZONA DEPARTMENT OF
EDUCATION**

Visual Arts – Grade 1

Creating - Conceiving and developing new artistic ideas and work.**Anchor Standard:** Cr1 Generate and conceptualize artistic work.**Enduring Understandings:**

- a. Creativity and innovative thinking are essential life skills that can be developed.
 b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1**Essential Questions:**

- a. 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?
 b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard**Student Friendly Language**

VA:1.Cr1.a Engage **collaboratively** (such as in pairs, small groups, or whole group) in exploration and **imaginative play** with **materials** (such as puppets, model towns, paper murals, etc.).

- a. I am learning to explore and play with art materials with friends.

VA:1.Cr1.b Use careful observation in preparation for making a work of art.

- b. I am learning to plan a work of art.

Anchor Standard: Cr2 Organize and develop artistic ideas and work.**Enduring Understandings:**

- a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
 b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks.
 c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

2**Essential Questions:**

- a. 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?
 b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create?
 c. 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 designs that effectively communicate?

VA:1.Cr2.a Explore uses of **materials**, tools, approaches (such as using elements of modern art, applying artistic ideas from diverse cultures, etc.) to create works of art or design.

- a. I am learning to try different art materials and tools to create artwork.

VA:1.Cr2.b Demonstrate safe and proper procedures for using **materials**, tools, and equipment while making art.

- b. I am learning to use my art tools safely.

VA:1.Cr2.c Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

- c. I am learning to be creative with everyday objects to create works of art.

Anchor Standard: Cr3 Refine and complete artistic work.**Enduring Understanding:** Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.**3**

Essential Questions: 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?

VA:1.Cr3.a Use art vocabulary to describe choices in personal **artwork**.

- a. I am learning to use art vocabulary to describe choices in personal artwork.

Visual Arts – Grade 1

Presenting - Realizing artistic ideas and work through interpretation and presentation.

- 4** **Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.
- Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Essential Questions:** 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?

Standard	Student Friendly Language
VA:1.Pr4.a Explain why some objects, artifacts, and artwork are valued over others.	a. I am learning the different reasons that make an artwork important.
5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Artists, curators, and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for display and/or deciding if and how to preserve and protect it. Essential Questions: 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?	
VA:1.Pr5.a Give reasonable answers to questions about preserving artworks (such as where, when, why, and how artwork should be preserved).	a. I am learning to keep artwork safe.
6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. Enduring Understanding: 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. Essential Questions: What is an art museum? How does 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?	
VA:1.Pr6.a Identify the roles and responsibilities of people who work in and visit museums and other art venues .	a. I am learning about the jobs people do in art museums and galleries.

Visual Arts – Grade 1

Responding - Understanding and evaluating how the arts convey meaning.

Anchor Standard: Re7 Perceive and analyze artistic work.

Enduring Understandings:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

Essential Questions:

- a. 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?
- b. What is an image? Where and how do we encounter images in our world? How do images influence our views of the world

Standard	Student Friendly Language
VA:1.Re7.a Select and describe the subject matter of art (such as artworks that illustrate daily life experiences of oneself and others).	a. I am learning to describe what I see in an artwork.
VA:1.Re7.b Compare images that represent the same subject matter.	b. I am learning to compare images that represent the same subject matter.

Anchor Standard: Re8 Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions: 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?

VA:1.Re8.a Interpret art by categorizing subject matter and identifying the elements and principles.	a. I am learning to use art vocabulary to explain the story an artwork has to tell.
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Anchor Standard: Re9 Apply criteria to artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Questions: 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?

VA:1.Re9.a Classify artwork based on different reasons for preferences (favorite color, favorite subject matter, etc.).	a. I am learning to identify the reasons why I like certain artworks.
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Visual Arts – Grade 1

Connecting - Relating artistic ideas and work with personal meaning and external context.

10

Anchor Standard: Cn10 Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

Essential Questions: 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 artmaking?

Standard

Student Friendly Language

VA:1.Cn10.a Identify times, places, and reasons students make art outside of school.

a. I am learning to use my art skills outside of school.

11

Anchor Standard: Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

VA:1.Cn11.a Identify a variety of reasons why people from different places and times make art (such as to express themselves, to tell a story, to make things look beautiful, to remember special people and events, etc.).

a. I am learning the different reasons why people make artwork.



**ARIZONA DEPARTMENT OF
EDUCATION**

Visual Arts – Grade 2

Creating - Conceiving and developing new artistic ideas and work.

Anchor Standard: Cr1 Generate and conceptualize artistic work.

Enduring Understandings:

- a. Creativity and innovative thinking are essential life skills that can be developed.
- b. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

1

Essential Questions:

- a. 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?
- b. How does knowing the context, 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 are needed to formulate artistic investigations?

Standard	Student Friendly Language
VA:2.Cr1.a Brainstorm collaboratively (such as contributing to and listening to various ideas) multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events, etc.).	a. I am learning to brainstorm with friends to plan an artwork.
VA:2.Cr1.b Make art or design to explore personal interests, questions, and curiosity.	a. I am learning to make art or design to explore personal interests, questions, and curiosity.
Anchor Standard: Cr2 Organize and develop artistic ideas and work. Enduring Understandings: a. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. b. Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks. c. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Questions: a. 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? b. How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to teach safety and health to understand and follow correct procedures in handling materials and tools? What responsibilities come with the freedom to create? c. 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 designs that effectively communicate?	
VA:2.Cr2.a Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.	- a1. I am learning to experiment with art making tools and materials. - a2. I am learning to share my interests through the subject matter of my art.
VA:2.Cr2.b Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	b. I am learning to use my art tools and materials safely.
VA:2.Cr2.c Repurpose objects to make something new.	c. I am learning to repurpose objects to make something new.
Anchor Standard: Cr3 Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Questions: 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?	

3

VA:2.Cr3.a Discuss and reflect with peers about choices made in creating **artwork**.

a. I am learning to talk with peers about choices made in creating artwork.

Visual Arts – Grade 2

Presenting - Realizing artistic ideas and work through interpretation and presentation.

4 **Anchor Standard:** Pr4 Select, analyze, and interpret artistic work for performance.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
Essential Questions: 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?

Standard

Student Friendly Language

VA:2.Pr4.a Categorize **artworks** based on a theme or concept for an exhibit (such as bulletin board display, student art show, postcard mock gallery, etc.).

a. I am learning to group artworks based on themes for display.

5 **Anchor Standard:** Pr5 Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators, and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for display and/or deciding if and how to preserve and protect it.
Essential Questions: 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?

VA:2.Pr5.a Distinguish between different **materials** or artistic techniques for preparing **artwork** for presentation and **preservation** (such as mounted on construction paper, elevated on a base, hung from the ceiling, etc., and including a label with student name and title).

a. I am learning to display my artwork appropriately.

6 **Anchor Standard:** Pr6 Convey meaning through the presentation of artistic work.
Enduring Understanding: 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.
Essential Questions: What is an art museum? How does 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?

VA:2.Pr6.a Analyze how art exhibited inside and outside of schools (such as in school lobby, on hallway bulletin boards, in museums, galleries, virtual spaces, and other **venues**) contributes to communities.

a. I am learning how displaying art impacts my community.

Visual Arts – Grade 2

Responding - Understanding and evaluating how the arts convey meaning.

Anchor Standard: Re7 Perceive and analyze artistic work.

Enduring Understandings:

- a. 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.
- b. Visual imagery influences understanding of and responses to the world.

Essential Questions:

- a. 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?
- b. What is an image? Where and how do we encounter images in our world? How do images influence our views of the world

Standard	Student Friendly Language
VA:2.Re7.a Use art-specific vocabulary to describe one's natural world and constructed environments .	a. I am learning to use art specific vocabulary to describe the world around me.
VA:2.Re7.b Compare images based on expressive properties (such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny, etc.).	b. I am learning to talk about the specific differences in subject matter of artwork.
Anchor Standard: Re8 Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Questions: 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?	
VA:2.Re8.a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.	a. I am learning to use elements and principles to describe the mood and meaning of an artwork.
Anchor Standard: Re9 Apply criteria to artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Questions: 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?	
VA:2.Re9.a Use art-specific vocabulary to express preferences about artwork .	a. I am learning to use art-specific vocabulary to express likes and dislikes about artwork.

Visual Arts – Grade 2

Connecting - Relating artistic ideas and work with personal meaning and external context.

10

Anchor Standard: Cn10 Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

Essential Questions: 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 artmaking?

Standard

Student Friendly Language

VA:2.Cn10.a Create works of art about events in home, school, or community life.

a. I am learning to create works of art about events in home, school, or community life.

11

Anchor Standard: Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

VA:2.Cn11.a Compare cultural uses (such as honoring people, remembering events, etc.) of **artwork** from different times and places.

a. I am learning to compare how cultures used artwork in different times and places in history.



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