

DUSD Art Benchmarks
Advanced Art

Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CR.1.8a	a. Document early stages of the creative process with images or words in traditional or new media (such as a sketchbook/journal, digital recordkeeping, etc.).	<ul style="list-style-type: none"> *Students will be able to plan their artmaking process in steps. (Check list, sketchbook, worksheet planning) *Plan for and reflect on the art-making process, using a sketchbook/journal (personal reflections, idea revisions, etc - students are not just diving into an artwork. They are planning and reflecting as they go. The process becomes important)
VA.CR.1.8	b. Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design.	<ul style="list-style-type: none"> *Students will be able to connect their art to real life. * Students could use symbols to create art *Communicate ideas, experiences, and narratives through the creation of original works of art, using selected media.
VA.CR.2.8a	a. Take risks to pursue ideas, themes, meanings, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) that emerge in the process of art making or designing.	<ul style="list-style-type: none"> *Communicate ideas, experiences, and narratives through the creation of original works of art, using selected media. *Students are creating art that communicates a feeling or emotion. This could be done with color theory, collage, personal choice in materials, etc *Combine a variety of compositional techniques to create the illusion of space within the picture plane (this could be any artwork that focuses on space. Perspective, landscape, proportion, overlapping, light and shadow etc) *Use observational and expressive drawing techniques to demonstrate multiple view points (This could be still life, contour, perspective, portraits, etc)
VA.CR.2.8b	b. Use tools, materials, and processes purposefully and demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of art and design.	<ul style="list-style-type: none"> * Independently make ethical decisions in art making. *Students understand how to use materials properly. Is it good, why? Is it unpleasing, why? *Students learn about visual plagiarism. When is okay to copy another persons ideas or artwork?
VA.CR.2.8c	c. Select, organize, and design images and words to make visually clear and compelling presentations.	<ul style="list-style-type: none"> * Develop and use a process art portfolio as an idea-building resource to create works of art *Students create artwork that shows the use of independent organization (planning) that can be understood by viewers
VA.CR.3.8	Apply relevant criteria (such as craftsmanship, originality, well organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress.	<ul style="list-style-type: none"> *Refine personal works of art to improve quality of craftsmanship * Students will plan, create and reflect on personalized artwork *Students create an artwork that shows good craftsmanship and is able to recognize areas that need improvement as they work
Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret , and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work.		

Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.PR.4.8	Develop and apply criteria for evaluating a collection of artwork for presentation (such as grouping strategies, consideration of eye level, measuring, etc.).	*Analyze how visual organization in works of art affects the communication of ideas * Students will be able to understand the steps to evaluating an artwork (critique) *Analyze purposes, values, and meanings of works of art.
VA.PR.5.8	Collaboratively prepare and present selected theme-based (such as joy, celebration, protest, environment, etc.) artwork for display, and formulate exhibition narratives (such as text panel, video introduction, docent talk, etc.) for the viewer.	* Students will be able to create an artwork with a specific theme. * Convey points of view about contemporary issues in personal works of art. * Students can communicate a feeling or mood (could be color theory) or symbolism, expression
VA.PR.6.8	Analyze how the choice of what art or design to preserve reflects the values of the community.	*Students will be able to discuss/ Identify the roles of artists in society (past or present) *Students will be able to connect how art is influenced by location/ region/ time periods/ cultures/ etc *Analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media *Students become familiar with how art is used in today's media (advertising, commercials, magazines, posters, etc)

Responding
Anchor Standard #7- Perceive and analyze artistic work.
Anchor Standard #8- Interpret intent and meaning in artistic work.
Anchor Standard #9- Apply criteria to evaluate artistic work.

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VA.RE.7.8a	a. Explain how artists' choices of visual characteristics (such as elements and principles in Western art or other culture's visual traditions) are influenced by the culture and environment in which they live.	*Students will become aware that artwork can be effected by region, culture, tradition and environment. (animals in habitats, people in other countries, time periods, art movements etc)
VA.RE.7.8b	b. Compare and contrast contexts (such as video games, music concerts, pow wows, etc.) in which viewers encounter images that influence ideas, emotions, and actions.	*Students should be able to identify how art is used in every day life. *Identify the roles of artists in society.
VA.RE.8.8	Create a convincing and logical argument to support an evaluation of art by citing both evidence visible in the artwork (a primary source) and published verbal information (either primary or secondary source(s)) about the artwork or about the artist who made it.	* Identify the roles of artists in society. * communicate how personal exeriences influence critical intrepretations and evaluations of works of art
VA.RE.9.8	Create a convincing and logical argument to support an evaluation of art by citing both primary and secondary sources.	* Students can talk about artwork using common vocabulary *Describe and justify personal responses to visual qualities in works of art *Formulate a definition of aesthetics as related to art. *Self reflection sheets/ talking about art sheet/ TAG critique, etc

Connecting
Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CN.10.8	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	<ul style="list-style-type: none"> *Students use personal experiences to create art * Students work in groups to create art related to a group experience. * Students collaborate to create an artwork. (Build a still life, chalk art, large master painting broken into sections, etc)
VA.CN.11.8	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity (such as examining the art related to musical groups, international costumes, sports teams, special-interest clubs, etc.).	<ul style="list-style-type: none"> *Compare and contrast works of art according to medium, period, style, and art *Students view / discuss artwork from different cultures and groups (students could create their own flags, logos, clothing designs, etc) *Students can identify/ discuss how art is used outside of the art studio