

DUSD Art Benchmarks
3D Mixed Media

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.1.7a	a. Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates' work, etc.).	*Students will learn to revise work to avoid creative blocks *Students will have choice in materials and/or design within the assignment objectives * students may participate in gallery walks for inspiration from peers
VA.CR.1.7	b. Develop criteria (such as identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.	*students will make decisions about their artistic choices *Students will have choices
VA.CR.2.7a	a. Demonstrate persistence in developing skills with various materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in creating works of art or design.	*Communicate information and ideas through illustration *Use problem solving skills to create art that communicate ideas or emotions
VA.CR.2.7b	b. Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	*Students will create works of art that show understanding of elements (and principles) * Students will use a variety of tools and techniques to create art
VA.CR.2.7c	c. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	*Identify and use elements of art to create artistic compositions
VA.CR.3.7	Reflect on and explain important information about personal artwork in an artist statement or another format (such as essay, story, or poem).	*Students will reflect about their personal work of art. This can be verbally, written, individual or as a group
VA.PR.4.7	Compare how technologies have changed the way artwork is presented and experienced (such as audio tours, interactive screens, digital projections, virtual tours, etc.).	*Students will become familiar with different ways technology is used to create art. This could be actual artwork with the use of technology or observations depending on materials. *Use computer design programs to create original works of art.
VA.PR.5.7	Based on criteria (such as visual similarities, media, unity of subject matter, etc.) analyze and evaluate methods for preparing and presenting artworks in an exhibition (such as a collection of postcard reproductions, student artwork, objects of visual culture, etc.).	*Students may help set up an art display *Students might look at different art spaces (online or in person)
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.		
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VA.PR.5.7	Based on criteria (such as visual similarities, media, unity of subject matter, etc.) analyze and evaluate methods for preparing and presenting artworks in an exhibition (such as a collection of postcard reproductions, student artwork, objects of visual culture, etc.).	
VA.PR.6.7	Analyze how preservation and security measures can affect viewing and experiencing art.	
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.7.7a	a. Explain how the location of artworks/artifacts (such as katsinas in museums or in ceremonial sites) influence how they are perceived and valued.	*Explore and identify subjects, themes, and symbols as they relate to meaning in works of art. *Student will analyze and investigate examples of art from the Suprematism movement.
VA.RE.7.7b	b. Analyze multiple ways that images influence specific audiences (flags at the opening ceremony of the Olympic Games, athletic logos at sporting events, costumes at a sci-fi convention, etc.).	*Students will explore shapes and designs within radial symmetric.
VA.RE.8.7	Cite specific evidence from an artwork (such as subject matter, media, elements and principles of modern art, artistic norms of diverse cultures, social issues in contemporary art, etc.) and relevant evidence from the context (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that	*Students will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work 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 will apply visual organizational strategies to design a sculpture that represents a person.

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.

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VA.CN.10.8	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	*Students will gather found items to use in a collage, that sends a message about an important aspect of local life.
VA.CN.11.7	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, (such as American folk portraits made for everyday people prior to the invention of the photographic process, or Stonehenge being built with massive stones from far away) and cultural uses (such as expressing religious concerns, promoting political points of view, showcasing economic status, celebrating scientific discoveries, etc.).	*Students will photograph objects in their communities to create still life renditions