



Integrated Faith Standards for Academic Curriculum

Art and Design Curriculum

Kindergarten – Grade 8

*Revised 2022

“Education is an important mission, which draws young people to what is good, beautiful, and true.”

Pope Francis

“The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth. Thus, while teachers are helping students to develop an aesthetic sense, they can bring them to a deeper awareness of all peoples as one great human family. The simplest way to uncover the religious dimension of the artistic and literary world is to start with its concrete expressions: in every human culture, art and literature have been closely linked to religious beliefs. The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries.” *The Religious Dimension of a Catholic School, 1988, # 60*

“Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. Furthermore, an adequate religious formation has been the starting point for the vocation of a number of Christian artists and art critics. In the upper grades, a teacher can bring students to: an even more profound appreciation of artistic works: as a reflection of the divine beauty in tangible form. Both the Fathers of the Church and the masters of Christian philosophy teach this in their writings on aesthetics - St. Augustine invites us to go beyond the intention of the artists in order to find the eternal order of God in the work of art; St. Thomas sees the presence of the Divine Word in art.” *The Religious Dimension of a Catholic School, 1988, # 61*

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.

- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student's ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Gifts of CHRIST[©] at the Diocese of Manchester Catholic Schools

The Gifts of C.H.R.I.S.T.[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the Gifts of C.H.R.I.S.T.[©] stands for Catholic Habits and Responses in School and on Teams. Through curricular and extracurricular learning experiences at a Diocese of Manchester Catholic school, PK-12th grade students will learn about the 7 Gifts of C.H.R.I.S.T.[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

Truth

- GC.T.1.0** I will seek to understand the truth in all situations.
- GC.T.2.0** I will be truthful in the way I act, and respond, and accept truth around me.

Beauty

- GC.B.1.0** I will seek beauty in all things and in all situations.
- GC.B.2.0** I will find the beauty of God's creation and wonders around me.

Goodness

- GC.G.1.0** I will exhibit goodness as God's example during my daily life.
- GC.G.2.0** I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.

Affability

- GC.A.1.0** I can be kind and treat others the way I would want to be treated.
- GC.A.2.0** I can treat others with respect, and I can be approachable and friendly.

Humility

- GC.H.1.0** I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.
- GC.H.2.0** I am humbled with the knowledge and talents I have, and I understand that I can always learn more.

Prudence

- GC.P.1.0** I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.
- GC.P.2.0** I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.

Fortitude

- GC.F.1.0** I can do all things through Christ who strengthens me.
- GC.F.2.0** I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent

K.AD.CR-1.0 Create and share personal works of art with others.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

K.AD.AAW-1.0 Describe personal choices made in the creation of artwork.

K.AD.AAW-2.0 Identify media used by self or peers.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

K.AD.SA-1.0 Describe art from selected cultures and places.

K.AD.SA-2.0 Follow directions for suitable behavior in an art audience.

K.AD.SA-3.0 Explain how art-making can help people express ideas and feelings.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

K.AD.CTHE-1.0 Compare selected artworks from various cultures to find differences and similarities.

K.AD.CTHE-2.0 Explore everyday objects that have been designed and created by artists.

K.AD.CTHE-3.0 Describe where artwork is displayed in school or other places.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

K.AD.ODOF-1.0 Express ideas related to non-art content areas through personal artworks.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

K.AD.CIR-1.0 Experiment with art media for personal satisfaction and perceptual awareness.

K.AD.CIR-2.0 Identify real and imaginary subject matter in works of art.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

K.AD.LGE-1.0 Describe where art ideas or products can be found in stores.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

K.AD.CWL-1.0 Create artwork that communicates an awareness of self as part of the community.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

K.AD.UOS-1.0 Explore the placement of the structural elements of art in personal works of art.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

K.AD.SRC-1.0 Generate ideas and images for artworks based on memory, imagination, and experience

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

K.AD.UL-1.0 Create works of art to document experiences of self and community.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- K.AD.IE-1.0** Explore art processes and media to produce artworks.
K.AD.IE-2.0 Produce artwork influenced by personal decisions and ideas.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- K.AD.RFPS-1.0** Develop artistic skills through the repeated use of tools, processes, and media (e.g., media-specific techniques, eye- hand coordination, fine-motor skills).

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- K.AD.PP-1.0** Develop skills and techniques to create with two- and/or three-dimensional media.
K.AD.PP-2.0 Practice skills to develop craftsmanship.
K.AD.PP-3.0 Handle art tools and media safely in the art room.
K.AD.PP-4.0 Identify artwork that belongs to others and represents their ideas.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent

- 1.AD.CR-1.0 Create and discuss works of art that convey personal interests.
- 1.AD.CR-2.0 Gather clues to help interpret and reflect on works of art.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 1.AD.AAW-1.0 Describe visual imagery used to complete artwork.
- 1.AD.AAW-2.0 Use various media or techniques to learn how changes affect the completed artwork.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to other contexts

- 1.AD.CWA-1.0 Identify vocabulary that is used in both visual art and other contexts.
- 1.AD.CWA-2.0 Distinguish between artwork, utilitarian objects, and objects from nature.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

- 1.AD.SA-1.0 Discuss how different works of art communicate information about a particular culture.
- 1.AD.SA-2.0 Discuss suitable behavior expected of audience members.
- 1.AD.SA-3.0 Describe ways in which artists use their work to share knowledge and life experiences.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 1.AD.CTHE-1.0 Compare artworks from different cultures, created over time, to identify differences in style and media.
- 1.AD.CTHE-2.0 Identify objects of art that are used every day for utilitarian purposes.
- 1.AD.CTHE-3.0 Identify places in which artworks may be viewed by others.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

1.AD.ODOF-1.0 Identify connections between visual art and other content areas.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

1.AD.CIR-1.0 Use various art media and real or imaginary choices to create artwork.
1.AD.CIR-2.0 Identify how classmates solve artistic problems.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

1.AD.LGE-1.0 Explain how artists impact the appearance of items for sale in stores.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

1.AD.CWL-1.0 Describe the use of art to share community information.
1.AD.CWL-2.0 Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

1.AD.UOS-1.0 Identify and use the structural elements of art and organizational principles of design to support artistic development.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

1.AD.SRC-1.0 Create imagery and symbols to express thoughts and feelings.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

1.AD.UL-1.0 Use personal symbols in artwork to document surroundings and community.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 1.AD.IE-1.0** Experiment with art processes and media to express ideas.
- 1.AD.IE-2.0** Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
- 1.AD.IE-3.0** Create works of art to tell a personal story.
- 1.AD.IE-4.0** Use accurate art vocabulary to communicate ideas about art.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 1.AD.RFPS-1.0** Practice correct use of tools with various art media, techniques, and processes.
- 1.AD.RFPS-2.0** Describe the steps used in art production.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 1.AD.PP-1.0** Practice skills and techniques to create with two- and/or three-dimensional media.
- 1.AD.PP-2.0** Discuss the qualities of good craftsmanship.
- 1.AD.PP-3.0** Demonstrate safety procedures for using art tools and materials.
- 1.AD.PP-4.0** Identify and be respectful of artwork that belongs to others and represents their ideas.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent

- 2.AD.CR-1.0** Use the art-making process to communicate personal interests and self-expression.
- 2.AD.CR-2.0** Reflect on and discuss various possible meanings in works of art.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 2.AD.AAW-1.0** Use appropriate decision-making skills to meet intended artistic objectives.
- 2.AD.AAW-2.0** Identify skillful techniques used in works by peers and others.
- 2.AD.AAW-3.0** Use suggestions from others to modify the structural elements of art.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to other contexts

- 2.AD.CWA-1.0** Use accurate art vocabulary to identify connections among visual art and other contexts.
- 2.AD.CWA-2.0** Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

- 2.AD.SA-1.0** Identify examples in which artists have created works based on cultural and life experiences.
- 2.AD.SA-2.0** Distinguish between appropriate and inappropriate audience behavior.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 2.AD.CTHE-1.0** Identify differences or similarities in artworks across time and culture.
- 2.AD.CTHE-2.0** Identify objects from everyday life that have been designed and created using artistic skills.
- 2.AD.CTHE-3.0** Identify the physical features or characteristics of artworks displayed in the community.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 2.AD.ODOF-1.0** Describe connections made between creating with art ideas and creating with information from other content areas.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 2.AD.CIR-1.0** Use imagination to create unique artwork incorporating personal ideas and selected media.
- 2.AD.CIR-2.0** Explore the advantages of having multiple solutions to solve an artistic problem.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 2.AD.LGE-1.0** Identify work created by artists and designers.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 2.AD.CWL-1.0** Describe the use of art to promote events within the school or community.
- 2.AD.CWL-2.0** Work with peers to complete a task in art.
- 2.AD.CWL-3.0** Use time effectively while focused on art production to show early development of 21st-century skills.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 2.AD.UOS-1.0** Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 2.AD.SRC-1.0** Use personal experience to convey meaning or purpose in creating artworks.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 2.AD.UL-1.0** Create personally meaningful works of art to document and explain ideas about local and global communities.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 2.AD.IE-1.0** Experiment with tools and techniques as part of art-making processes.
2.AD.IE-2.0 Use diverse resources to inspire expression of personal ideas and experiences in works of art.
2.AD.IE-3.0 Explore art from different time periods and cultures as sources for inspiration.
2.AD.IE-4.0 Use accurate art vocabulary to discuss art.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 2.AD.RFPS-1.0** Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
2.AD.RFPS-2.0 Follow sequential procedures focused on art production.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 2.AD.PP-1.0** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
2.AD.PP-2.0 Demonstrate growth in craftsmanship through purposeful practice.
2.AD.PP-3.0 Follow directions for safety procedures and explain their importance in the art room.
2.AD.PP-4.0 Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent

- 3.AD.CR-1.0** Use the art-making process to develop ideas for self-expression.
- 3.AD.CR-2.0** Reflect on and interpret works of art using observation skills, prior knowledge, and experience.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 3.AD.AAW-1.0** Assess personal artworks for completeness and success in meeting intended objectives.
- 3.AD.AAW-2.0** Compare techniques used by peers and established artists as a basis for improving one's own work.
- 3.AD.AAW-3.0** Use constructive criticism to improve artwork.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to other contexts

- 3.AD.CWA-1.0** Critique one's own and others' artworks and identify the use of structural elements of art and organizational principles of design.
- 3.AD.CWA-2.0** Describe the connections between visual art and other contexts through observation and art criticism.
- 3.AD.CWA-3.0** Explain the similarities and differences between artworks and utilitarian objects.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

- 3.AD.SA-1.0** Describe cultural similarities and differences in works of art.
- 3.AD.SA-2.0** Describe the importance of displaying suitable behavior as part of an art audience.
- 3.AD.SA-3.0** Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
- 3.AD.SA-4.0** Identify ways that respect is shown to personal works of art.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 3.AD.CTHE-1.0** Compare differences or similarities in artworks across time and culture.
3.AD.CTHE-2.0 Examine artworks and utilitarian objects and describe their significance in the school and/or community.
3.AD.CTHE-3.0 Describe various venues in which artwork is on display for public viewing.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 3.AD.ODOF-1.0** Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 3.AD.CIR-1.0** Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
3.AD.CIR-2.0 Explore the effects and merits of different solutions to solve an artistic problem.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 3.AD.LGE-1.0** Identify places where artists or designers have made an impact on the community.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 3.AD.CWL-1.0** Create artwork that communicates an awareness of events within the community.
3.AD.CWL-2.0 Collaborate to complete a task in art.
3.AD.CWL-3.0 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

3.AD.UOS-1.0 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

3.AD.SRC-1.0 Use creative and innovative ideas to complete personal artworks.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

3.AD.UL-1.0 Use symbols, visual language, and/or written language to document self or others.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

3.AD.IE-1.0 Manipulate tools and media to enhance communication in personal artworks.

3.AD.IE-2.0 Use diverse resources to inspire artistic expression and achieve varied results.

3.AD.IE-3.0 Incorporate ideas from art exemplars for specified time periods and cultures.

3.AD.IE-4.0 Choose accurate art vocabulary to describe works of art and art processes.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

3.AD.RFPS-1.0 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

3.AD.RFPS-2.0 Follow procedures, focusing on the art-making process.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 3.AD.PP-1.0** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
- 3.AD.PP-2.0** Develop craftsmanship skills through repeated practice.
- 3.AD.PP-3.0** Work within safety guidelines while using tools, media, techniques, and processes.
- 3.AD.PP-4.0** Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent

- 4.AD.CR-1.0** Integrate ideas during the art-making process to convey meaning in personal works of art.
- 4.AD.CR-2.0** Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 4.AD.AAW-1.0** Revise artworks to meet established criteria.
- 4.AD.AAW-2.0** Use various resources to generate ideas for growth in personal works.
- 4.AD.AAW-3.0** Develop and support ideas from various resources to create unique artworks.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to other contexts

- 4.AD.CWA-1.0** Use accurate art vocabulary when analyzing works of art.
- 4.AD.CWA-2.0** Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
- 4.AD.CWA-3.0** Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

- 4.AD.SA-1.0** Identify historical and cultural influences that have inspired artists to produce works of art.
- 4.AD.SA-2.0** Identify suitable behavior for various art venues and events.
- 4.AD.SA-3.0** Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
- 4.AD.SA-4.0** Identify and practice ways of showing respect for one's own and others' personal works of art.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 4.AD.CTHE-1.0** Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
- 4.AD.CTHE-2.0** Identify differences between artworks and utilitarian objects.
- 4.AD.CTHE-3.0** Identify reasons to display artwork in public places.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 4.AD.ODOF-1.0** Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 4.AD.CIR-1.0** Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
- 4.AD.CIR-2.0** Examine and apply creative solutions to solve an artistic problem.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 4.AD.LGE-1.0** Discuss how artists and designers have made an impact on the community.
- 4.AD.LGE-2.0** Identify the work of local artists to become familiar with art-making careers.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 4.AD.CWL-1.0** Create art to promote awareness of school and/or community concerns.
- 4.AD.CWL-2.0** Collaborate with peers in the art room to achieve a common art goal.
- 4.AD.CWL-3.0** Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 4.AD.UOS-1.0** Use the structural elements of art and organizational principles of design to understand the art-making process.
- 4.AD.UOS-2.0** Identify the structural elements of art used to unite an artistic composition

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 4.AD.SRC-1.0** Use a variety of resources and art skills to overcome visual challenges in personal artworks.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 4.AD.UL-1.0** Apply meaning and relevance to document self or others visually in artwork.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 4.AD.IE-1.0** Manipulate tools and materials to achieve diverse effects in personal works of art.
- 4.AD.IE-2.0** Explore and use media, technology, and other art resources to express ideas visually.
- 4.AD.IE-3.0** Create artworks that integrate ideas from culture or history.
- 4.AD.IE-4.0** Use accurate art vocabulary to discuss works of art and the creative process.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 4.AD.RFPS-1.0** Organize the structural elements of art to achieve an artistic objective.
- 4.AD.RFPS-2.0** Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 4.AD.PP-1.0** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
- 4.AD.PP-2.0** Plan and produce art through ongoing practice of skills and techniques.
- 4.AD.PP-3.0** Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- 4.AD.PP-4.0** Discuss the importance of copyright law in regard to the creation and production of art.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent

- 5.AD.CR-1.0** Develop a range of interests in the art-making process to influence personal decision-making.
- 5.AD.CR-2.0** Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
- 5.AD.CR-3.0** Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 5.AD.AAW-1.0** Revise artwork as a necessary part of the creative process to achieve an artistic goal.
- 5.AD.AAW-2.0** Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
- 5.AD.AAW-3.0** Apply established criteria to the art-making process to measure artistic growth.
- 5.AD.AAW-4.0** Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to other contexts

- 5.AD.CWA-1.0** Use the structural elements of art and organizational principles of design when engaged in art criticism.
- 5.AD.CWA-2.0** Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
- 5.AD.CWA-3.0** Critique works of art to understand the content and make connections with other content areas.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

- 5.AD.SA-1.0** Examine historical and cultural influences that inspire artists and their work.
- 5.AD.SA-2.0** Use suitable behavior as a member of an art audience.
- 5.AD.SA-3.0** Identify and describe the importance a selected group or culture places on specific works of art.
- 5.AD.SA-4.0** Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 5.AD.CTHE-1.0** Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
- 5.AD.CTHE-2.0** Describe the ways in which artworks and utilitarian objects impact everyday life.
- 5.AD.CTHE-3.0** Discuss artwork found in public venues to identify the significance of the work within the community.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 5.AD.ODOF-1.0** Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 5.AD.CIR-1.0** Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
- 5.AD.CIR-2.0** Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 5.AD.LGE-1.0** Describe the knowledge and skills necessary for art-making and art-related careers.
- 5.AD.LGE-2.0** Explore careers in which artworks and utilitarian designs are created.
- 5.AD.LGE-3.0** Discuss contributions that artists make to society.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 5.AD.CWL-1.0** Create artwork to promote public awareness of community and/or global concerns.
- 5.AD.CWL-2.0** Create artwork that shows procedural and analytical thinking to communicate ideas.
- 5.AD.CWL-3.0** Work collaboratively with others to complete a task in art and show leadership skills.
- 5.AD.CWL-4.0** Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 5.AD.UOS-1.0** Use structural elements of art and organizational principles of design to develop content in artwork.
- 5.AD.UOS-2.0** Organize the structural elements of art to achieve visual unity.
- 5.AD.UOS-3.0** Explain how creative and technical ability is used to produce a work of art.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 5.AD.SRC-1.0** Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
- 5.AD.SRC-2.0** Use a variety of sources for ideas to resolve challenges in creating original works.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 5.AD.UL-1.0** Create meaningful and unique works of art to effectively communicate and document a personal voice.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 5.AD.IE-1.0** Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
- 5.AD.IE-2.0** Use media, technology, and other resources to inspire personal art-making decisions.
- 5.AD.IE-3.0** Create artworks to depict personal, cultural, and/or historical themes.
- 5.AD.IE-4.0** Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 5.AD.RFPS-1.0** Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
- 5.AD.RFPS-2.0** Identify sequential procedures to engage in art production.
- 5.AD.RFPS-3.0** Visualize the end product to justify artistic choices of tools, techniques, and processes.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 5.AD.PP-1.0** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
- 5.AD.PP-2.0** Use craftsmanship and technical ability in personal works to show refinement of skills over time.
- 5.AD.PP-3.0** Use tools, media, techniques, and processes in a safe and responsible manner.
- 5.AD.PP-4.0** Use ethical standards, including copyright laws, when producing works of art.

CRITICAL THINKING AND REFLECTION**Cognition and Reflection Are Required to Appreciate, Interpret, and Create with Artistic Intent**

- 6-8.AD.CR-1.0** Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
- 6-8.AD.CR-2.0** Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- 6-8.AD.CR-3.0** Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 6-8.AD.AAW-1.0** Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
- 6-8.AD.AAW-2.0** Evaluate artwork objectively during group assessment to determine areas for refinement.
- 6-8.AD.AAW-3.0** Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
- 6-8.AD.AAW-4.0** Use constructive criticism as a purposeful tool for artistic growth.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to other contexts

- 6-8.AD.CWA-1.0** Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
- 6-8.AD.CWA-2.0** Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
- 6-8.AD.CWA-3.0** Use analytical skills to understand meaning and explain connections with other contexts.
- 6-8.AD.CWA-4.0** Compare the uses for artwork and utilitarian objects to determine their significance in society.

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the Worlds in Which They Live(d)

- 6-8.AD.SA-1.0** Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
- 6-8.AD.SA-2.0** Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
- 6-8.AD.SA-3.0** Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
- 6-8.AD.SA-4.0** Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 6-8.AD.CTHE-1.0** Describe how previous cultural trends have led to the development of new art styles.
- 6-8.AD.CTHE-2.0** Explain the impact artwork and utilitarian objects have on the human experience.
- 6-8.AD.CTHE-3.0** Describe the rationale for creating, collecting, exhibiting, and owning works of art.
- 6-8.AD.CTHE-4.0** Explain the purpose of public art in the community.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 6-8.AD.ODOF-1.0** Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
- 6-8.AD.ODOF-2.0** Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
- 6-8.AD.ODOF-3.0** Create imaginative works to include background knowledge or information from other subjects.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 6-8.AD.CIR-1.0** Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
- 6-8.AD.CIR-2.0** Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
- 6-8.AD.CIR-3.0** Investigate and describe how technology inspires and affects new applications and adaptations in art.
- 6-8.AD.CIR-4.0** Use technology skills to create an imaginative and unique work of art.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 6-8.AD.LGE-1.0** Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
- 6-8.AD.LGE-2.0** Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
- 6-8.AD.LGE-3.0** Identify art careers that have a financial impact on local communities.
- 6-8.AD.LGE-4.0** Present research on the works of local artists and designers to understand the significance of art in the community.
- 6-8.AD.LGE-5.0** Create an artist statement to reflect on personal artwork for a portfolio or exhibition.

The 21st-century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 6-8.AD.CWL-1.0** Use technology applications through the art-making process to express community or global concerns.
- 6-8.AD.CWL-2.0** Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
- 6-8.AD.CWL-3.0** Collaborate with peers to complete an art task and develop leadership skills.
- 6-8.AD.CWL-4.0** Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 6-8.AD.UOS-1.0** Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
- 6-8.AD.UOS-2.0** Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
- 6-8.AD.UOS-3.0** Combine creative and technical knowledge to produce visually strong works of art.
- 6-8.AD.UOS-4.0** Create artworks that demonstrate skilled use of media to convey personal vision.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 6-8.AD.SRC-1.0** Create new meaning in artworks through shared language, expressive content, and ideation.
- 6-8.AD.SRC-2.0** Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
- 6-8.AD.SRC-3.0** Create a work of personal art using various media to solve an open-ended artistic problem.
- 6-8.AD.SRC-4.0** Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 6-8.AD.UL-1.0** Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
- 6-8.AD.UL-2.0** Discuss the communicative differences between specific two- and three-dimensional works of art.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 6-8.AD.IE-1.0** Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
- 6-8.AD.IE-2.0** Use media, technology, and other resources to derive ideas for personal art-making.
- 6-8.AD.IE-3.0** Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

- 6-8.AD.IE-4.0** Use accurate art vocabulary to explain the creative and art-making processes.
- 6-8.AD.IE-5.0** Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 6-8.AD.RFPS-1.0** Organize the structural elements of art to achieve artistic goals when producing personal works of art.
- 6-8.AD.RFPS-2.0** Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
- 6-8.AD.RFPS-3.0** Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 6-8.AD.PP-1.0** Use two- or three-dimensional art materials and tools to understand the potential and limitations of each.
- 6-8.AD.PP-2.0** Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
- 6-8.AD.PP-3.0** Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
- 6-8.AD.PP-4.0** Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
- 6-8.AD.PP-5.0** Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.