



K-5 Visual Art

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Foreword

- Foreword includes purpose as well as what can be expected from the guide. (How to use this document...)
- Explains what expectations are for teacher action

How to use this document:

This curriculum guide is *not...* (*determined by specific curriculum phase*)

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

(Elementary Visual Art K-5): Year at a Glance

[Course Narrative]

Primary Resources: Learning Targets are linked below each unit scale. These include all required sources for the course.

Supplemental Texts =

Semester 1	Topic: Creating & Connecting Topic 1 Resource Folder						Topic: Presenting & Responding Topic 2 Resource Folder					
Reporting frequency of topic scores	End of Semester 1						End of Semester 1					
Standards Aligned	K	1	2	3	4	5	K	1	2	3	4	5
	(VA:Cr1.1.Ka) (VA:Cr1.2.Ka) (VA:Cn10.1.Ka)	(VA:Cr1.1.1a) (VA:Cn11.1.1a)	(VA:Cr2.1.2a) (VA:Cn10.1.3a)	(VA:Cr3.1.3a) (VA:Cn11.1.2a&3a - Adapted)	(VA:Cr1.2.4a) (VA:Cr1.1.4a) (VA:Cn10.1.4a)	(VA:Cr3.1.6a) (VA:Cn11.1.5a)	(VA:Pr4.1.Ka) (VA:Re9.1.Ka)	(VA:Pr4.1.1a) (VA:Re7.2.1a)	(VA:Pr4.1.2a) (Adapted) VA:Re8.1.1a)	(VA:Pr6.1.3a) (VA:Re.7.2.3a)	(VA:Pr6.1.4a- adapted) (VA:Re9.1.4a)	(VA:Pr5.1.5a- Adapted) (VA:Re7.1.5a)

Semester 2	Topic: Creating & Connecting Topic 1 Resource Folder						Topic: Presenting & Responding Topic 2 Resource Folder					
Reporting frequency of topic scores	End of Semester 2						End of Semester 2					
Standards Aligned	K	1	2	3	4	5	K	1	2	3	4	5
	(VA:Cr1.1.Ka) (VA:Cr1.2.Ka) (VA:Cn10.1.Ka)	(VA:Cr1.1.1a) (VA:Cn11.1.1a)	(VA:Cr2.1.2a) (VA:Cn10.1.3a)	(VA:Cr3.1.3a) (VA:Cn11.1.2a&3a - Adapted)	(VA:Cr1.2.4a) (VA:Cr1.1.4a) (VA:Cn10.1.4a)	(VA:Cr3.1.6a) (VA:Cn11.1.5a)	(VA:Pr4.1.Ka) (VA:Re9.1.Ka)	(VA:Pr4.1.1a) (VA:Re7.2.1a)	(VA:Pr4.1.2a) (Adapted) VA:Re8.1.1a)	(VA:Pr6.1.3a) (VA:Re.7.2.3a)	(VA:Pr6.1.4a- adapted) (VA:Re9.1.4a)	(VA:Pr5.1.5a- Adapted) (VA:Re7.1.5a)

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representative body of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in all learning targets from Level 3	3.0
Demonstrates proficiency (AT) in at least half of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward all Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of some of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0
* foundational knowledge is defined by the success criteria for the learning targets or standards.	

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:
 Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:
 Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):
 Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):
 Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:
 Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		
Unit Narrative: In this unit, students		
Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. Guiding Question to complete this process: * What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
Topic Title (weeks)	Possible Task: * A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target:	Target:	Target:
Resources to teach:	Resources to teach:	Resources to teach:
Standard Language	Standard Language	Standard Language
Guiding Questions, Ideas, and/or Concepts Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.		


{Optional Page for Content Area Vertical Alignment K-12}

Kindergarten Art: Creating & Connecting

Unit Narrative/Overview: *In this topic:*

Creating: *Generate and conceptualize artistic ideas and work.*

Connecting: *Synthesize and relate knowledge and personal experiences to make art.*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</i></p>
Creating & Connecting	<p>Possible Task(s): ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LTIA- I can explore, imagine, and play with materials. (Creating) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can try different art materials. <input type="checkbox"/> I can create art in a variety of artistic styles. <input type="checkbox"/> I can use my imagination to create an artwork. <p>LTIB- I can collaboratively (work with others) to solve creative art problems. (Creating) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can work with others successfully. <input type="checkbox"/> I can brainstorm creative solutions to artistic challenges. <p>LTIC- I can create art that tells a story about a life experience. (Connecting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recall stories from life experiences. <input type="checkbox"/> I can communicate a story visually.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Kindergarten Art Item Bank:		
Creating:		Connecting:
<p>IATarget: I can explore and play with materials. Resources to teach:</p>	<p>IBTarget: I can collaboratively (work with others) solve creative artistic problems. Resources to teach:</p>	<p>ICTarget: I can create art that tells a story about my life. Resources to teach:</p>
Standard Language	Standard Language	Standard Language
<p>PK-12 Anchor Standard I: <i>Generate and conceptualize artistic ideas and work.</i> Engage in exploration and imaginative play with materials (VA:Cr1.1.Ka)</p>	<p>PK-12 Anchor Standard I: <i>Generate and conceptualize artistic ideas and work.</i> Engage collaboratively in creative art-making in response to an artistic problem (VA:Cr1.2.Ka)</p>	<p>PK-12 Anchor Standard I0: <i>Synthesize and relate knowledge and personal experiences to make art.</i> Create art that tells a story about a life experience (VA:Cn10.1.Ka)</p>
Guiding Questions, Ideas, and/or Concepts		
<i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 		<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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 art-making?

Kindergarten Art: Presenting & Responding

Unit Narrative/Overview: *In this topic:*

Presenting: *Select, analyze, and interpret artistic work for presentation.*

Responding: *Apply criteria to evaluate artistic work.*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Presenting & Responding	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:</i></p> <p>Possible Task: ★</p>	<p>LT2A- I can create a portfolio or display of my own work. (Presenting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can select art pieces to share. <input type="checkbox"/> I can explain why I chose those artworks. <p>LT2B- I can explain why I prefer an artwork over another artwork. (Responding) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can select artwork I like. <input type="checkbox"/> I can explain why I like the artwork.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**

Kindergarten Art Item Bank:

Presenting:

2ATarget: I can create a portfolio or display my own artwork.

Resources to teach:

Student Portfolio

Responding:

2BTarget: I can explain why I prefer one artwork over another.

Resources to teach:

Peer/Famous Artist Reflection

Standard Language

PK-12 Anchor Standard 4: *Select, analyze, and interpret artistic work for presentation.*
Select art objects for personal portfolio and display explain why they are chosen. (VA:Pr4.1.Ka)

Standard Language

PK-12 Anchor Standard 9: *Apply criteria to evaluate artistic work.*
Explain reasons for selecting a preferred artwork. (VA:Re9.1.Ka)

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

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 Question(s):

- 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?

Enduring Understanding:

- People evaluate art based on various criteria

Essential Question(s):


- How does one determine criteria to evaluate a work of art?
- How is a personal preference different from an evaluation?

1st Grade: Creating & Connecting

Unit Narrative/Overview: *In this topic:*

Creating: *Generate and conceptualize artistic ideas and work*

Connecting: *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Creating & Connecting	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LTIA- I can collaboratively explore, imagine, and play with materials. (Creating)</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can try different materials with others. <input type="checkbox"/> I can create in a variety of artistic styles with others. <input type="checkbox"/> I can use my imagination to create an artwork with others. <p>LTIB- I can create art that explores the connection between my life experiences and those created in a different times and places. (Connecting)</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can create art about my life experiences. <input type="checkbox"/> I can create art that connects to different times and places.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:		
Creating:	Connecting:	
<p>IA Target: I can use my imagination to explore materials collaboratively (with others). Resources to teach:</p>	<p>IB Target: I can communicate that people from different times and places made art for different reasons. Resources to teach:</p>	<p>IC Target: I can create artwork that represents people from different times and places. Resources to teach:</p>
Standard Language	Standard Language	
<p>PK-12 Anchor Standard I: <i>Generate and conceptualize artistic ideas and work</i> Engage collaboratively in exploration and imaginative play with materials (VA:CrI.1.1a)</p>	<p>PK-12 Anchor Standard II: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i> Understand that people from different places and times have made art for a variety of reasons. (VA:CnII.1.1a)</p>	
<p>Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Creativity and innovative thinking are essential life skills that can be developed. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ How does art help us understand the lives of people of different times, places, and cultures? ○ How is art used to impact the views of a society? ○ How does art preserve aspects of life? 	

1st Grade: Presenting & Responding

Unit Narrative/Overview: *In this topic:*

Presenting: *Select, analyze, and interpret artistic work for presentation*

Responding: *Perceive and analyze artistic work*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Presenting & Responding	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task(s): ★</p>	<p>LT2A- I can explain why displayed artworks are valued. (Presenting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain why I value art. <input type="checkbox"/> I can explain why others value art. <input type="checkbox"/> I can display artwork that I value. <p>LT2B- I can compare artwork that has the same subject. (Responding) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can look at more than one artwork at a time. <input type="checkbox"/> I can find similarities in artworks of the same subject. <input type="checkbox"/> I can find differences in artworks of the same subject.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:	
Presenting:	Responding:
<p>2ATarget: I can explain why different artworks have different values. Resources to teach:</p>	<p>2BTarget: I can compare artwork that has the same subject. Resources to teach:</p>
<p>Standard Language</p> <p>PK-12 Anchor Standard 4: <i>Select, analyze, and interpret artistic work for presentation.</i> Explain why some objects, artifacts and artwork are valued over others. (VA:Pr4.1.1a)</p>	<p>Standard Language</p> <p>PK-12 Anchor Standard 7: <i>Perceive and analyze artistic work</i> Compare images that represent the same subject (VA:Re.7.2.1a)</p>
Guiding Questions, Ideas, and/or Concepts	
<p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curation objects artifacts, and artworks for preservation and presentation. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ 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. ○ Visual imagery influences understanding of and responses to the world. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? ○ What is an image? ○ Where and how do we encounter images in our world? ○ How do images influence our views of the world?

2nd Grade: Creating & Connecting

Unit Narrative/Overview: *In this topic:*

Creating: *Organize and develop artistic ideas and work.*

Connecting: *Synthesize and relate knowledge and personal experiences to make art.*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Creating & Connecting	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LTIA- I can experiment with materials and explore my own interests in my artwork. (Creating) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can communicate my interests through my artwork. <input type="checkbox"/> I can create art with different materials in a variety of ways. <p>LTIB- I can create artwork about home, school, or community. (Connecting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm personal experiences about home, school, or community. <input type="checkbox"/> I can create art that connects my own experiences at home, school, or community to others' experiences.

Item Bank:


Creating:	Connecting:
<p>2ATarget: I can experiment with materials and explore my own interests in my artwork.</p> <p>Resources to teach:</p>	<p>2BTarget: I can create artwork about home, school, or community.</p> <p>Resources to teach:</p>
<p>Standard Language</p> <p>PK-12 Anchor Standard 2: <i>Organize and develop artistic ideas and work.</i> Experiment with various materials and tools to explore personal interests in a work of art or design. (VA:Cr2.1.2a)</p>	<p>Standard Language</p> <p>PK-12 Anchor Standard 10: <i>Synthesize and relate knowledge and personal experiences to make art.</i> Create works of art about events in home, school, or community life. (VA:Cn10.1.3a)</p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ How does engaging in creating art enrich peoples' 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 art-making?
<p>**TABLE IS ADAPTABLE- use the table below to meet the needs of your course</p>	

2nd Grade: Presenting & Responding

Unit Narrative/Overview: *In this topic:*

Presenting: *Select, analyze, and interpret artistic work for presentation*

Responding: *Interpret intent and meaning in artistic work*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
Presenting & Responding	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task(s): ★</p>	<p>LT2A- I can place artwork together based on a theme or concept for an exhibit. (Presenting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can sort artwork based upon a theme or concept. <input type="checkbox"/> I can explain why I grouped the artwork together. <p>LT2B- I can interpret art by identifying the mood and explain how the mood was created. (Responding) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can find and tell key details in the artwork. <input type="checkbox"/> I can discuss the mood or feeling of the artwork.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:	
Presenting:	Responding:
<p>2ATarget: I can categorize artwork for an exhibit. Resources to teach:</p>	<p>2BTarget: I can interpret an artwork and identify the meaning. Resources to teach:</p>
<p>Standard Language</p> <p>PK-12 Anchor Standard 4: <i>Select, analyze, and interpret artistic work for presentation. Categorize artwork based on a theme or concept for an exhibit. (VAPr4.1.2a)</i></p>	<p>Standard Language</p> <p>PK-12 Anchor Standard 8: <i>Interpret intent and meaning in artistic work. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics. (Adapted VA:Re8.1.1a)</i></p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curation objects artifacts, and artworks for preservation and presentation. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ People gain insights into meanings of artworks by engaging in the process of art criticism. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ What is the value of engaging in the process of art criticism? ○ How 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?

3rd Grade: Creating & Connecting

Unit Narrative/Overview: *In this topic:*

Creating: *Refine and complete artistic work*

Connecting: *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Creating & Connecting	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LTIA- I can enhance the meaning of my artwork by adding visual details. (Creating) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can create artwork with meaning. <input type="checkbox"/> I can add visual details to my artwork. <input type="checkbox"/> I can revise my artwork to make the meaning clearer. <p>LTIB- I can create a work of art based on observations of surroundings. (Connecting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can observe details. <input type="checkbox"/> I can develop an artwork while viewing an object or subject.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:	
Creating:	Connecting:
<p>IATarget: I can enhance the meaning of my artwork by adding details. Resources to teach:</p>	<p>IBTarget: I can compare how artwork has changed based upon the time and place it was created. Resources to teach:</p>
<p>Standard Language</p> <p>PK-12 Anchor Standard 3: <i>Refine and complete artistic work.</i> Elaborate visual information by adding details in an artwork to enhance meaning (VA.Cr3.1.3a)</p>	<p>Standard Language</p> <p>PK-12 Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i> Compare and contrast how artwork changes based on the time and place in which it was created. (VA:Cn11.1.2a&3a – adapted)</p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ How does engaging in creating art enrich peoples' 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 art-making?

3rd Grade: Presenting & Responding

Unit Narrative/Overview: *In this topic:*

Presenting: *Convey meaning through the presentation of artistic work*

Responding: *Perceive and analyze artistic work*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Presenting & Responding	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task(s): ★</p>	<p>LT2A- I can identify and explain why and how different cultures record and illustrate stories and history. (Presenting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the story illustrated in a historical artwork. <input type="checkbox"/> I can infer why different cultures have recorded stories and history. <input type="checkbox"/> I can explain where different cultures recorded stories and history. <input type="checkbox"/> I can infer the mediums I think the artist used and explain why. <p>LT2C- I can determine the message(s) communicated by an artwork. (Responding) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe what I see in an artwork. (Familiar images, elements of art, observable facts) <input type="checkbox"/> I can analyze (describe) how the artwork is arranged. (Elements, Principles, composition) <input type="checkbox"/> I can explain the message or meaning I think the artist is trying to communicate in an artwork.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:	
Presenting:	Responding:
<p>2ATarget: I describe how different cultures illustrate stories and history in art.</p> <p>Resources to teach:</p>	<p>2BTarget: I can determine the message of an artwork.</p> <p>Resources to teach: Use the 4 step Critical Analysis Process When observing start with... Who? What? Why? Where? When?</p> <p>Reading Portraits When observing look for... Facial Expression, Focal Point, Gesture, Clothing, Setting, Object Describe what you see with... Quantity, Size, Color</p>
Standard Language	Standard Language
<p>PK-12 Anchor Standard 6: <i>Convey meaning through the presentation of artistic work.</i> Identify and explain how and where different cultures record and illustrate stories and history of life through art. (VA:Pr6.1.3a)</p>	<p>PK-12 Anchor Standard 7: <i>Perceive and analyze artistic work</i> Determine messages communicated by an image. (VA:Re.7.2.3a)</p>
Guiding Questions, Ideas, and/or Concepts	
<i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ 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. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ What is an art museum? ○ How does the 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ 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. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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?

4th Grade: Creating & Connecting

Unit Narrative/Overview: *In this topic:*

Creating: *Refine and complete artistic work*

Connecting: *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Creating & Connecting	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LTIA- I can collaboratively set goals and create artwork that is meaningful and purposeful. (Creating) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm ideas for artwork that has meaning and purpose. <input type="checkbox"/> I can set and follow goals with a group when creating artwork. <input type="checkbox"/> I can create artwork with a group that is meaningful/purposeful. <p>LTIB- I can create original artwork that solves a creative art or design challenge. (Creating) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm multiple plans to meet a creative challenge. <input type="checkbox"/> I can choose the best plan to meet a creative challenge. <input type="checkbox"/> I can create an original artwork using my plan. <p>LTIC- I can create artwork that reflects my connection to community, culture, and traditions. (Connecting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify my community, culture, and traditions. <input type="checkbox"/> I can explore community, culture, and traditions of others. <input type="checkbox"/> I can use my knowledge of community, cultures, and traditions to create original art.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:		
Creating:		Connecting:
<p>IA Target: I can collaboratively create artwork that is meaningful and purposeful.</p> <p>Resources to teach:</p> <ul style="list-style-type: none"> - You may want to have students define what makes artwork meaningful and purposeful individually and as a group. - You may want to have your groups identify roles and expectations for each group member. - Groups could monitor their progress towards their goals as they progress on the project. 	<p>IB Target: I can create original artwork that solves a creative art or design problem.</p> <p>Resources to teach:</p> <ul style="list-style-type: none"> - Brainstorming may include lists, sketches, materials, steps, practice, elements & principles used, layout, etc. - You may want to use an artwork planning sheet for students to layout all the information needed. 	<p>IC Target: I can create artwork that reflects community and/or cultural traditions</p> <p>Resources to teach:</p> <ul style="list-style-type: none"> - You may want to use artwork as visuals to connect with communities, cultures, and traditions.
<p style="text-align: center;">Standard Language</p> <p>PK-12 Anchor Standard I: <i>Generate and conceptualize artistic ideas and work.</i></p> <p>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. (VA:Cr1.2.4a)</p>	<p style="text-align: center;">Standard Language</p> <p>PK-12 Anchor Standard I: <i>Generate and conceptualize artistic ideas and work.</i></p> <p>Brainstorm multiple approaches to a creative art or design problem and utilize the best approach in an original work of art. (VA:Cr1.1.4a)</p>	<p style="text-align: center;">Standard Language</p> <p>PK-12 Anchor Standard 10: <i>Synthesize and relate knowledge and personal experiences to make art.</i></p> <p>Create works of art that reflect community, cultural traditions (VA:Cn10.1.4a)</p>
Guiding Questions, Ideas, and/or Concepts		
<i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Creativity and innovative thinking are essential life skills that can be developed. ○ Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? ○ How does knowing the contexts histories, and traditions of art forms help us create works of art and design? ○ What do artists follow or break from established traditions? ○ How do artists determine what resources and criteria are needed to formulate artistic investigations? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ How does engaging in creating art enrich peoples' 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 art-making? 	

4th Grade: Presenting & Responding

Unit Narrative/Overview: *In this topic:*

Presenting: *Convey meaning through the presentation of artistic work*

Responding: *Perceive and analyze artistic work*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
Presenting & Responding	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task(s): ★</p>	<p>LT2A- I can compare the purposes of art venues and the experiences they provide. (Presenting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify where I see art. <input type="checkbox"/> I can describe the purpose of a variety of art venues. <input type="checkbox"/> I can describe the experiences and feelings art venues provide. <input type="checkbox"/> I can compare different art venues including their purposes and experiences. <p>LT2B- I can evaluate more than one artwork using a set of criteria. (Responding) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify criteria for evaluating artwork. <input type="checkbox"/> I can evaluate an artwork using a set of criteria. <input type="checkbox"/> I can evaluate more than one artwork using the same set of criteria.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:	
Presenting:	Responding:
<p>2ATarget: I can compare the different purposes of art venues and the purposes they provide to visitors.</p> <p>Resources to teach:</p> <ul style="list-style-type: none"> - Examples of art venues: street art, murals, museums, galleries, school galleries, artwork or photos displayed in a home or business, art fair or festival etc. - You may want to discuss how the experience in different art venues affects the five senses. Other topics might include the media and subject of the artwork. - Comparing could be sharing how they experience art in different places. 	<p>2BTarget: I can evaluate artwork using a set of criteria.</p> <p>Resources to teach:</p> <ul style="list-style-type: none"> - Define the word criteria as a class - Create a set of criteria as a class - Practice using a set of criteria that is already provided
Standard Language	Standard Language
<p>PK-12 Anchor Standard 6: <i>Convey meaning through the presentation of artistic work. Compare and contrast purposes of art museums, art galleries, and/or other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.4a-adapted)</i></p>	<p>PK-12 Anchor Standard 9: <i>Apply criteria to evaluate artistic work. Apply one set of criteria to evaluate more than one work of art. (VA:Re9.1.4a)</i></p>
Guiding Questions, Ideas, and/or Concepts	
<i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ 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. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ What is an art museum? ○ How does the 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ People evaluate art based on various criteria. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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?

5th Grade: Creating & Connecting

Unit Narrative/Overview: *In this topic:*

Creating: *Refine and complete artistic work*

Connecting: *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
Creating & Connecting	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LTIA- I can plan, create, revise, and reflect on artwork of personal significance. (Creating) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can develop a plan to create an artwork with personal meaning. <input type="checkbox"/> I can follow my plan to create an artwork with personal meaning. <input type="checkbox"/> I can revise my artwork to better communicate the intended meaning. <input type="checkbox"/> I can reflect on my artwork. <p>LTIB- I can identify how art can inform or change beliefs, values, or behaviors. (Connecting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how artwork can change a person's beliefs, values, or behaviors. <input type="checkbox"/> I can describe how art can influence society. <input type="checkbox"/> I can create artwork that may inform or change the beliefs, values, or behaviors of others.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**


Item Bank:	
Creating:	Connecting:
<p>2ATarget: I can revise my artwork to better convey the intended meaning.</p> <p>Resources to teach:</p> <ul style="list-style-type: none"> - Artwork planning sheets may be used to aid the process - You can use artist statements as part of your reflection per the national standards. 	<p>2BTarget: I can identify how art can inform or change beliefs, values, or behaviors.</p> <p>Resources to teach:</p>
<p>Standard Language</p> <p>PK-12 Anchor Standard 3: <i>Refine and complete artistic work.</i> Reflect on whether personal artwork conveys the intended meaning and revise accordingly. (VA:Cr.3.1.6a)</p>	<p>Standard Language</p> <p>PK-12 Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i> Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. (VA:Cn11.1.5a)</p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ How does engaging in creating art enrich peoples' 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 art-making?

5th Grade: Presenting & Responding

Unit Narrative/Overview: *In this topic:*

Presenting: *Select, analyze, and interpret artistic work for presentation.*

Responding: *Perceive and analyze artistic work*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Presenting & Responding	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task(s): ★</p>	<p>LT2A- I can develop a plan for preparing and presenting artwork. (Presenting) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can determine the best way to showcase my artwork. <input type="checkbox"/> I can explain why I created my artwork. <input type="checkbox"/> I can plan for presenting my artwork. <p>LT2B- I can compare my interpretation of an artwork with another person's interpretation of the same artwork. (Responding) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the meaning of an artwork. <input type="checkbox"/> I can explain another person's interpretation of an artwork. <input type="checkbox"/> I can identify the similarities and differences of two interpretations of artwork.

****TABLE IS ADAPTABLE- use the table below to meet the needs of your course**

Item Bank:	
Presenting:	Responding:
<p>2ATarget: I can develop a logical argument for preparing and presenting artwork. Resources to teach:</p>	<p>2BTarget: I can compare my interpretation of an artwork with another interpretation of the same artwork. Resources to teach:</p>
<p>Standard Language</p> <p>PK-12 Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation.</i> Develop a logical argument for preparing and presenting artwork. (VA:Pr5.1.5a-adapted)</p>	<p>Standard Language</p> <p>PK-12 Anchor Standard 7: <i>Perceive and analyze artistic work</i> Compare one’s own interpretation of a work of art with the interpretation of others. (VA:Re7.1.5a)</p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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? 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ○ 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. <p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ 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?