

CREATE

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding	PreK	K	1	2	3	4	5	6	7	8	Introductory Levels	Intermediate Levels	Advanced Levels
Creativity and innovative thinking are essential life skills that can be developed.	VA:Cr1.1.PKa	VA:Cr1.1.Ka	VA:Cr1.1.1a	VA:Cr1.1.2a	VA:Cr1.1.3a	VA:Cr1.1.4a	VA:Cr1.1.5a	VA:Cr1.1.6a	VA:Cr1.1.7a	VA:Cr1.1.8a	VA:Cr1.1.Ia	VA:Cr1.1.IIa	VA:Cr1.1.IIIa
	Engage in self-directed play with materials.	Engage in exploration and imaginative play with materials.	Engage collaboratively in exploration and imaginative play with materials.	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	VA:Cr1.2.PKa	VA:Cr1.2.Ka	VA:Cr1.2.1a	VA:Cr1.2.2a	VA:Cr1.2.3a	VA:Cr1.2.4a	VA:Cr1.2.5a	VA:Cr1.2.6a	VA:Cr1.2.7a	VA:Cr1.2.8a	VA:Cr1.2.Ia	VA:Cr1.2.IIa	VA:Cr1.2.IIIa
	Engage in self-directed creative making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Anchor Standard: Organize and develop artistic ideas and work.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	VA:Cr2.1.PKa	VA:Cr2.1.Ka	VA:Cr2.1.1a	VA:Cr2.1.2a	VA:Cr2.1.3a	VA:Cr2.1.4a	VA:Cr2.1.5a	VA:Cr2.1.6a	VA:Cr2.1.7a	VA:Cr2.1.8a	VA:Cr2.1.Ia	VA:Cr2.1.IIa	VA:Cr2.1.IIIa
	Use a variety of art-making tools.	Through experimentation, build skills in various media and approaches to art-making.	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.	Explore and invent art-making techniques and approaches.	Experiment and develop skills in multiple art-making techniques and approaches through practice.	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	VA:Cr2.2.PKa	VA:Cr2.2.Ka	VA:Cr2.2.1a	VA:Cr2.2.2a	VA:Cr2.2.3a	VA:Cr2.2.4a	VA:Cr2.2.5a	VA:Cr2.2.6a	VA:Cr2.2.7a	VA:Cr2.2.8a	VA:Cr2.2.Ia	VA:Cr2.2.IIa	VA:Cr2.2.IIIa
	Share materials with others.	Identify safe and non-toxic art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	Explain environmental implications of conservation, care, and clean up of art materials, tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	VA:Cr2.3.PKa	VA:Cr2.3.Ka	VA:Cr2.3.1a	VA:Cr2.3.2a	VA:Cr2.3.3a	VA:Cr2.3.4a	VA:Cr2.3.5a	VA:Cr2.2.6a	VA:Cr2.3.7a	VA:Cr2.3.8a	VA:Cr2.3.Ia	VA:Cr2.3.IIa	VA:Cr2.3.IIIa
	Create and tell about art that communicates a story about a familiar place or object.	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose objects to make something new.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	Document, describe, and represent regional constructed environments.	Identify, describe, and visually document places and/or objects of personal significance.	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard: Refine and complete artistic work.

Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	VA:Cr3.1.PKa	VA:Cr3.1.Ka	VA:Cr3.1.1a	VA:Cr3.1.2a	VA:Cr3.1.3a	VA:Cr3.1.4a	VA:Cr3.1.5a	VA:Cr3.1.6a	VA:Cr3.1.7a	VA:Cr3.1.8a	VA:Cr3.1.Ia	VA:Cr3.1.IIa	VA:Cr3.1.IIIa
	Share and talk about personal artwork.	Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices made in art-making.	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

PRESENT

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

Enduring Understanding		PreK	K	1	2	3	4	5	6	7	8	Introductory Levels	Intermediate Levels	Advanced Levels
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation .		VA:Pr4.1.PKa	VA:Pr4.1.Ka	VA:Pr4.1.1a	VA:Pr4.1.2a	VA:Pr4.1.3a	VA:Pr4.1.4a	VA:Pr4.1.5a	VA:Pr4.1.6a	VA:Pr4.1.7a	VA:Pr4.1.8a	VA:Pr4.1.Ia	VA:Pr4.1.IIa	VA:Pr4.1.IIIa
		Identify reasons for saving and displaying objects, artifacts, and artwork.	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artworks are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork.	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

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

		VA:Pr5.1.PKa	VA:Pr5.1.Ka	VA:Pr5.1.1a	VA:Pr5.1.2a	VA:Pr5.1.3a	VA:Pr5.1.4a	VA:Pr5.1.5a	VA:Pr5.1.6a	VA:Pr5.1.7a	VA:Pr5.1.8a	VA:Pr5.1.Ia	VA:Pr5.1.IIa	VA:Pr5.1.IIIa
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.		VA:Pr5.1.PKa	VA:Pr5.1.Ka	VA:Pr5.1.1a	VA:Pr5.1.2a	VA:Pr5.1.3a	VA:Pr5.1.4a	VA:Pr5.1.5a	VA:Pr5.1.6a	VA:Pr5.1.7a	VA:Pr5.1.8a	VA:Pr5.1.Ia	VA:Pr5.1.IIa	VA:Pr5.1.IIIa
		Identify places where art may be displayed or saved.	Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements for presentation.	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Based on criteria, analyze and evaluate methods for preparing and presenting art.	Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer.	Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare and contrast methods for preserving and protecting art.

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

		VA:Pr6.1.PKa	VA:Pr6.1.Ka	VA:Pr6.1.1a	VA:Pr6.1.2a	VA:Pr6.1.3a	VA:Pr6.1.4a	VA:Pr6.1.5a	VA:Pr6.1.6a	VA:Pr6.1.7a	VA:Pr6.1.8a	VA:Pr6.1.Ia	VA:Pr6.1.IIa	VA:Pr6.1.IIIa
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.		VA:Pr6.1.PKa	VA:Pr6.1.Ka	VA:Pr6.1.1a	VA:Pr6.1.2a	VA:Pr6.1.3a	VA:Pr6.1.4a	VA:Pr6.1.5a	VA:Pr6.1.6a	VA:Pr6.1.7a	VA:Pr6.1.8a	VA:Pr6.1.Ia	VA:Pr6.1.IIa	VA:Pr6.1.IIIa
		Identify where art is displayed both inside and outside of school.	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

RESPOND

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding		PreK	K	1	2	3	4	5	6	7	8	Introductory Levels	Intermediate Levels	Advanced Levels
		VA:Re7.1.PKa	VA:Re7.1.Ka	VA:Re7.1.1a	VA:Re7.1.2a	VA:Re7.1.3a	VA:Re7.1.4a	VA:Re7.1.5a	VA:Re7.1.6a	VA:Re7.1.7a	VA:Re7.1.8a	VA:Re7.1.1a	VA:Re7.1.1a	VA:Re7.1.1a
Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.		Recognize art in one's environment.	Identify uses of art within one's personal environment.	Select and describe works of art that illustrate daily life experiences of one's self and others.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.	Compare responses to a work of art before and after working in similar media.	Compare one's own interpretation of a work of art with the interpretation of others.	Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
		Distinguish between images and real objects.	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties.	Determine messages communicated by an image.	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery.	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	Analyze how one's understanding of the world is affected by experiencing visual imagery.	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
Visual Imagery influences understanding of and responses to the world.		VA:Re7.2.PKa	VA:Re7.2.Ka	VA:Re7.2.1a	VA:Re7.2.2a	VA:Re7.2.3a	VA:Re7.2.4a	VA:Re7.2.5a	VA:Re7.2.6a	VA:Re7.2.7a	VA:Re7.2.8a	VA:Re7.2.1a	VA:Re7.2.1a	VA:Re7.2.1a
		Distinguish between images and real objects.	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties.	Determine messages communicated by an image.	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery.	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	Analyze how one's understanding of the world is affected by experiencing visual imagery.	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Anchor Standard: Construct meaningful interpretations.

Enduring Understanding		VA:Re8.1.PKa	VA:Re8.1.Ka	VA:Re8.1.1a	VA:Re8.1.2a	VA:Re8.1.3a	VA:Re8.1.4a	VA:Re8.1.5a	VA:Re8.1.6a	VA:Re8.1.7a	VA:Re8.1.8a	VA:Re8.1.1a	VA:Re8.1.1a	VA:Re8.1.1a
		People gain insights into meanings of artworks by engaging in the process of art criticism.		Identify and describe subject matter of works of art.	Identify subject matter and list details in works of art.	Identify subject matter and describe characteristics of works of art.	Communicate feelings when experiencing works of art and describe subject matter and characteristics.	Communicate feelings when experiencing works of art, describe subject matter and formal characteristics to discuss meanings of artwork.	Communicate feelings when experiencing works of art, describe subject matter, formal characteristics, and art-making approaches to discuss meanings of artwork.	Interpret art through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information.	Collaboratively interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information.	Interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information and identify key concepts.	Collaboratively develop a meaningful interpretation of artworks supported by evidence through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, contextual information, and key concepts.	Construct meaningful interpretation of an artwork or collection of works supported by evidence through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, contextual information, and key concepts.

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding		VA:Re9.1.PKa	VA:Re9.1.Ka	VA:Re9.1.1a	VA:Re9.1.2a	VA:Re9.1.3a	VA:Re9.1.4a	VA:Re9.1.5a	VA:Re9.1.6a	VA:Re9.1.7a	VA:Re9.1.8a	VA:Re9.1.1a	VA:Re9.1.1a	VA:Re9.1.1a
		People evaluate art based on various criteria.		Select a preferred artwork.	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria.	Apply one set of criteria to evaluate more than one work of art.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	Create a convincing and logical argument to support an evaluation of art.	Establish relevant criteria in order to evaluate a work of art or collection of works.

CONNECT

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

Enduring Understanding	PreK	K	1	2	3	4	5	6	7	8	Introductory Levels	Intermediate Levels	Advanced Levels
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	VA:Cn10.1.PKa	VA:Cn10.1.Ka	VA:Cn10.1.1a	VA:Cn10.1.2a	VA:Cn10.1.3a	VA:Cn10.1.4a	VA:Cn10.1.5a	VA:Cn10.1.6a	VA:Cn10.1.7a	VA:Cn10.1.8a	VA:Cn10.1.1a	VA:Cn10.1.1a	VA:Cn10.1.11a
	Explore the world using descriptive and expressive words and art-making.	Create art that tells a story about a life experience.	Identify times, places and reasons by which students make art outside of school.	Create works of art about events in home, school, or community life.	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions.	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

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

Enduring Understanding	PreK	K	1	2	3	4	5	6	7	8	Introductory Levels	Intermediate Levels	Advanced Levels
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	VA:Cn11.1.PKa	VA:Cn11.1.Ka	VA:Cn11.1.1a	VA:Cn11.1.2a	VA:Cn11.1.3a	VA:Cn11.1.4a	VA:Cn11.1.5a	VA:Cn11.1.6a	VA:Cn11.1.7a	VA:Cn11.1.8a	VA:Cn11.1.1a	VA:Cn11.1.1a	VA:Cn11.1.11a
	Recognize that people make art.	Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, and culture in which a work of art was created.	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Not Standardization Workshop by Olivia Gude
Illinois Visual Arts Standards

IN YOUR OWN WORDS
 >> A blank space has been left next to the Enduring Understanding so that you can write key words that represent the essential ideas embodied in each EU and its related grade level standards.
 >> Use these key words to formulate Essential Questions suitable for your class.
 >> When planning curriculum it can be helpful to restate the Enduring Understandings as "summary power standards." For example, Creativity and innovative thinking are essential life skills that can be developed. A related summary power standard might be written as (Students will be able to) to explain and use a variety of approaches to generate and develop ideas and images.

PARTNER SHARE
 >> Sitting across from a partner, alternate reading aloud the Enduring Understanding and the following grade level standards.
 >> As you read visualize children you know receiving a quality art education and achieving these objectives at each grade level.
 >> In pairs or small groups discuss which qualities and abilities described in the row you focused on are already well-represented in your curriculum and which you might consider emphasizing more.