NYS Standards for the Arts: Creating, PR: Performing, Presenting, Producing, Responding and Connecting

Artistic Process- CREATING: Conceiving and developing new Artistic ideas and work

Anchor Standard 1.1 Generate and conceptualize artistic ideas and work

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

* Essential questions:
	+ What conditions, attitudes and behaviors support creative risk taking and innovative thinking? See Sample
	+ How does collaboration expand the creative process?

Grade: \_\_\_7\_\_\_\_\_: Question or artistic problem to be solved (see chart by grade level)

\_What strategies can I apply to my work to overcome creative blocks?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible outcomes or student projects:

\_\_\_mind map- identity, brainstorming, research, looking at other artist’s work, looking at each other’s work, mid project critique and/ or gallery walk, talk about the process\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enduring Understanding 1.2 Artists and designers shape artistic investigations following or breaking with traditions in pursuit of creative art-making goals.

Essential questions:

* How does knowing the contexts, histories and traditions of art forms help us to create works of art and design?
* Why do artists and designers follow or break from established traditions?
* How do artists and designers determine what resources and criteria are needed to formulate artistic investigations?

Grade:\_\_\_\_\_\_: Question or problem to be solved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possibilities or student projects:

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CREATING: Anchor Standard 2: Organize and develop artistic ideas and work

Enduring understanding 2.1 Artists and designers experiment with forms, structures, materials, concepts, media and artmaking approaches.

Essential questions:

* How do artists work?
* How do artists and designers find a particular direction that is effective for their work?
* How do artists and designers learn from trial and error?

Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible solutions or project lesson ideas:

Enduring Understanding 2.2 Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.

Essential Questions:

* How do artists and designers care for and maintain materials, tools, and equipment?
* Why is it important for safety and health to understand and follow correct procedures in handling materials?
* What ethical considerations arise when artists use existing images in their artwork?
* What responsibilities come with the freedom to create and share artistic work?

Grade:\_\_\_\_\_\_\_\_

Possible solutions or project lesson ideas:

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Enduring Understanding 2.3 People create, respond to and interact with objects and places in ways that define, shape, enhance and empower their lives.

Essential questions:

* How do objects and places shape lives and communities?
* How do artists and designers determine goals for designing or redesigning objects, places or systems?
* How do artists and designers create works that effectively communicate ideas or influence people’s lives?

Grade:\_\_\_\_\_\_\_\_\_

Possible solutions, projects, ideas:

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CREATING- Anchor Standard 3 Refine and complete artistic work

Enduring Understanding 3.1 Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.

Essential Questions:

* What role does persistence play in revising, refining, and developing work?
* How do artists grow and become accomplished in art forms?
* How do personal reflection and group critique help us to develop more effective artistic work?

Grade:\_\_\_\_\_\_

Question or problem to be solved artistically, and lesson ideas:

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PRESENTING: Anchor Standard 4 Select, analyze and interpret artistic work for presentation

Enduring Understanding 4.1 Artists, collectors, curators, and other art professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and presentation.

Essential Questions:

* How are artworks cared for and by whom?
* What criteria and methods are used to select work for presentation or preservation?
* Why do people value objects, artifacts, and artwork, and select them for presentation and preservation?

Grade:\_\_\_\_\_\_\_\_\_

Question or problem to be solved artistically, lesson ideas:

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PRESENTING: Anchor Standard 5 Develop and refine artistic techniques and work for presentation

Enduring Understanding 5.1 Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.

Essential Questions:

* What factors and methods are considered when preparing artwork for presentation or preservation?
* How does the presentation of artwork affect how the viewer perceives and interacts with the work?

Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson plan or problem to be solved artistically:

PRESENTING: Anchor Standard 6 Convey meaning through the presentation of artistic work.

Enduring Understanding 6.1 Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.

Essential Questions

* What is the function of art museums, galleries, and other venues that display artwork?
* How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs and experiences?
* How do objects, artifacts and artwork collected, preserved, or presented, cultivate appreciation and understanding?

Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solutions or possible lesson plans:

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RESPONDING- Understanding and evaluating how the arts convey meaning

Anchor Standard 7 Perceive and analyze artistic work

Enduring understanding 7.1 Individual aesthetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.

Essential Questions:

* How do life experiences influence the way we relate to art?
* How does learning about art affect how we perceive the world?
* What can we learn from our responses to art?

Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Plans or solutions to the questions or problems:

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Enduring Understanding 7.2 Visual imagery influences understanding of and responses to the world.

Essential Questions:

* What is an image?
* Where and how do we encounter images in our world?
* How do images influence our views of the world?

Grade:\_\_\_\_\_\_\_\_\_

Lesson Plans or solutions to the questions or artistic problems:

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RESPONDING- Anchor Standard 8: Interpret meaning in artistic work

Enduring Understanding 8.1 People gain insight into meanings of artwork by engaging in a process of art criticism.

Essential questions:

* What is the value of engaging in art criticism?
* How can the viewer “read” a work of art as text?
* How does knowing and using visual art vocabulary help us understand and interpret works of art?

Grade:\_\_\_\_\_\_\_\_\_

Lesson plans or solutions to the questions or problems:

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RESPONDING- Anchor Standard 9 Apply criteria to evaluate artistic work.

Enduring Understanding 9.1 People evaluate art based on various criteria.

Essential Questions:

* 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?

Grade:\_\_\_\_\_\_\_

Lesson plans or solutions to the problems:

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CONNECTING- Relating artistic ideas and work with personal meaning and external context.

Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Enduring Understanding 10.1 Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Essential Questions:

* How does creating art enrich people’s lives?
* How does making art attune people to their surroundings?
* How does artmaking contribute to awareness and understanding of one’s lives and the lives of others in the community?

Grade:\_\_\_\_\_\_\_

Lesson plans or solutions to the artistic problems:

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CONNECTING- Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present and future.

Enduring Understanding 11.1 Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.

Essential Questions:

* How do works of art and design help us understand the lives of people of different times, places, and cultures?
* How do art and design enhance people’s lives and influence culture?

Grade:\_\_\_\_\_\_

Lesson plans or solutions to the artistic problems:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enduring Understanding 11.2 Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.

Essential Questions:

* What is innovation and why is it important to the advancement of a society?
* How do knowledge and skills in the arts broaden career opportunities?
* In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?

Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson plans or solutions to the artistic problems:

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