

Kansas Visual Arts Performance Standards

Kansas Visual Arts Performance Standards - PreK

BENCHMARK 1: CREATING

Standards

#	DESCRIPTION
(Cr1.1.PK)	Engage in self-directed play with materials.
(Cr1.2.PK)	Engage in self-directed, creative making.
(Cr2.1.PK)	Use a variety of art making tools.
(Cr2.2.PK)	Share materials with others.
(Cr2.3.PK)	Create and tell about art that communicates a story about a familiar place or object.
(Cr3.1.PK)	Share and talk about personal artwork.

BENCHMARK 2: PRESENTING

Standards

#	DESCRIPTION
(Pr4.1.PK)	Identify reasons for saving and displaying objects, artifacts, and artwork.
(Pr5.1.PK)	Identify places where art may be displayed or saved.
(Pr.6.1.PK)	Identify where art is displayed both inside and outside of school.

BENCHMARK 3: RESPONDING

Standards

#	DESCRIPTION
(Re7.1.PK)	Recognize art in one's environment.
(Re7.2.PK)	Distinguish between images and real objects.
(Re8.1.PK)	Interpret art by identifying and describing subject matter.
(Re9.1.PK)	Select a preferred artwork.

BENCHMARK 4: CONNECTING

Standards

#	DESCRIPTION
(Cn10.1.PK)	Explore the world using descriptive and expressive words and art-making.
(Cn11.1.PK)	Recognize that people make art.

Kansas Visual Arts Performance Standards

GRADE PRE K: CREATING		
Process Components: Investigate Plan Make	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: Creativity and innovative thinking are essential life skills that can be developed. EQ: 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?	VA:Cr1.1.PK Engage in self-directed play with materials.
	EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. EQ: How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How come artists determine what resources and criteria are needed to formulate artistic investigations?	VA: Cr1.2.PK Engage in self-directed, creative making.

Anchor Standard 1: Generate and conceptualize artistic ideas and works.

GRADE PRE K: CREATING		
Process Component: Investigate	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. EQ: 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?	VA:Cr2.1.PK Use a variety of art making tools.

	• EU: Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork. • EQ: 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, tools, and equipment? What responsibilities come with the freedom to create?	VA: Cr2.2.PK Share materials with others.
	• EU: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • EQ: How do objects, places, and design 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 of art or design that effectively communicate?	VA: Cr2.3.PK Create and tell about art that communicates a story about a familiar place or object.

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

GRADE PRE K: CREATING		
Process Components: Reflect Refine Continue	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	• EU: Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time. • EQ: 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.	VA:Cr3.1.PK Share and talk about personal artwork.

Anchor Standard 3: Refine and complete artistic work.

GRADE PRE K: PRESENTING		
Process Component: Select	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations. EQ: 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?	VA:Pr4.1.PK Identify reasons for saving and displaying objects, artifacts, and artwork.

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

GRADE PRE K: PRESENTING		
Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it. EQ: 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 selectin work for presentation, a portfolio, or a collection?	VA:Pr5.1.PK Identify places where art may be displayed or saved.

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

GRADE PRE K: PRESENTING

Process Component: Share	Enduring Understandings & Essential Questions	Performance Standard
	EU: 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. EQ: 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?	VA:Pr6.1.PK Identify where art is displayed both inside and outside of school.

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

GRADE PRE K: RESPONDING

Process Component: Perceive	Enduring Understandings & Essential Questions	Performance Standard
	EU: 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. EQ: 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?	VA:Re7.1.PK Recognize art in one's environment.
	EU: Visual imagery influences understanding of and responses to the world. EQ: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?	VA: Re7.2.PK Distinguish between images and real objects.

Anchor Standard 7: Perceive and analyze artistic work.

GRADE PRE K: RESPONDING		
Process Component: Analyze	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: People gain insights into meanings of artworks by engaging in the process of art criticism. EQ: What 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?	VA:Re8.1.PK Interpret art by identifying and describing subject matter.

Anchor Standard 8: Interpret intent and meaning in artistic work.

GRADE PRE K: RESPONDING		
Process Component: Interpret	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: People evaluate art based on various criteria. EQ: 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?	VA:Re9.1.PK Select a preferred artwork.

Anchor Standard 9: Apply criteria to evaluate artistic work.

GRADE PRE K: CONNECTING		
Process Component: Synthesize	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. EQ: 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 artmaking?	VA:Cn10.1.PK Explore the world using descriptive and expressive words and artmaking.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

GRADE PRE K: CONNECTING		
Process Component: Relate	<u>Enduring Understandings & Essential Questions</u>	<u>Performance Standard</u>
	EU: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. EQ: 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 aspect of life?	VA:Cn11.1.PK Recognize that people make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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