

Enduring Understandings	Essential Questions	Artistic Components	The Standards	Assessment Notes
<p>Artists and curators analyze and select works of art for presentation and preservation based on various criteria.</p>	<p>• For what reasons and purposes is artwork selected for presentation? • What criteria do artists use to create portfolios of their work?</p>	<p>Selecting/ Analyzing/ Analyzing/S electing)</p>	<p>Students Know (knowledge) Do (skills) Fourth Grade: Identify ways in which cherished artworks/artifacts are cared for. Fourth Grade: Question why certain items are included in museum collections. Fourth Grade: Identify reasons why an artwork/artifact may NOT be selected for presentation/preservation. Fourth Grade: Identify aspects that impact a works ability to be displayed in a given place. Fourth Grade: Determine collectively how to prepare art for display. Fourth Grade: Make decisions about how a personal portfolio is structured and organized. Explain how to include artist's statements, 3-D work in a portfolio. Fourth Grade: Explain the differences between public and private displays and why some art work is displayed publically and why some is displayed privately.</p>	
<p>• Artists and curators use a variety of methods to prepare work for presentation (and preservation based on a variety of methods). • Artists and curators</p>	<p>• What types of decisions do artists and curators make in preparing works of art for presentation? • What types of decisions do artists and curators</p>	<p>Preparing/ Curating</p>	<p>Fourth Grade: Describe how qualities of an artwork strengthen its</p>	

considering multiple criteria in determining methods and venues for sharing works of art.

make in determining where and how to share works of art?
• *How do artists create opportunities for their work to be seen and understood?*

• Through the arts people share stories about their lives and the lives of their communities.
The arts tell stories.

• *What stories do the arts tell?*
• *How do shared experiences influence art?*

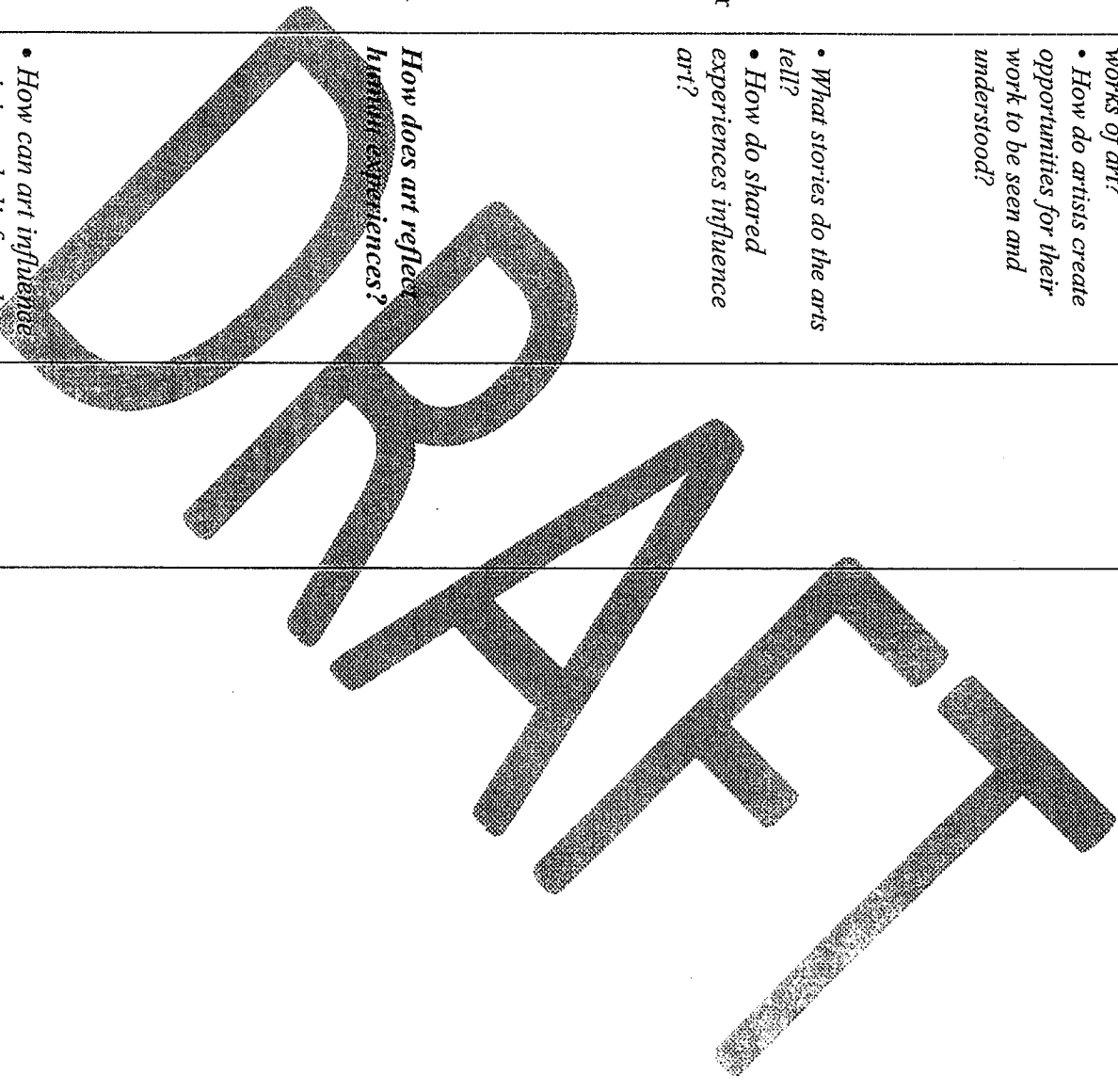
• The arts communicate a record of social, political and cultural history and experiences.
Arts talk about life.

How does art reflect history experiences?

• Art shapes as well as reflects culture.
Art influences culture.

• *How can art influence opinions, beliefs and actions?*

preparedness for presentation.



<p>• Technologies impact the ways in which images and works of art are presented, viewed, experienced, and documented.</p>	<p><i>How do visual images persuade?</i></p> <ul style="list-style-type: none"> • <i>How does art influence your perception of history?</i> <p>• <i>How do technologies impact the way we share and experience images and works of art?</i></p>	<p>Exhibiting/ Sharing</p>		
<p>Museums collect, preserve, exhibit, and stimulate appreciation and understanding of cultures through works of art.</p> <p><u>Understanding cultures through art museums.</u></p>	<p><i>How do art museums support freedom of expression?</i></p> <p><i>How do art museums contribute to society?</i></p>			
<p>Purpose of an art museum</p>	<p>(Add an EU about freedom of speech/free expression in the arts? Freedom of expression in the visual arts enables citizens to share and debate ideas and to develop empathic and responsible behavior. (footnote to NAEA</p>			

Position Statement)

Notes:

Language (vocabulary)

DRAFT

recommended changes

Artistic Process Presenting

Enduring Understandings	Essential Questions	Artistic Components	The Standards	Assessment Notes
<p>Artists and curators analyze and select works of art for presentation and preservation based on various criteria.</p>	<p>• For what reasons and purposes is artwork selected for presentation? • What criteria do artists use to create portfolios of their work?</p>	<p>Selecting/Analyzing (switch to Analyzing/S electing)</p>	<p>Students Know (knowledge) Do (skills) Eighth Grade: Recognize and identify the process of curating in the presentation and preservation of art. Eighth Grade: Identifies reasons used by artists/curators for selecting art work for display. Eighth Grade: Analyze and select artwork based on criteria for display. Eighth Grade: Participate in an aesthetic dialogue regarding limitations and possibilities for presenting art work Eighth Grade: Collaborate to create an art exhibit for a public and/or private space. Eighth Grade: Develop/select personal art work for a portfolio and an artist's statement that reflects their learning.</p>	
<p>• Artists and curators use a variety of methods to prepare work for presentation (and preservation based on a variety of methods).</p>	<p>• What types of decisions do artists and curators make in preparing works of art for presentation? • What types of decisions</p>	<p>Preparing/ Curating</p>	<p>Eighth Grade: Investigate and discuss the reasons and the various ways artwork is and has been presented both publicly and privately. Research, analyze, and evaluate the reasons and ways in which artwork is/has been presented within a specific cultural, social, historical context.</p>	

<ul style="list-style-type: none"> • Artists and curators consider multiple criteria in determining methods and venues for sharing works of art. 	<p><i>do artists and curators make in determining where and how to share works of art?</i></p> <ul style="list-style-type: none"> • <i>How do artists create opportunities for their work to be seen and understood?</i> 	<p>Exhibiting/ Sharing</p>	<p>Eighth Grade: Identify and evaluate methods and factors to take into consideration when preparing art for presentation and develop criteria based on these when presenting art.</p> <p>Eighth Grade: Prepare works of art for display</p> <p>Eighth Grade: Create resources for informing about art on display.</p> <p>Eighth Grade: Create a narrative exhibit that informs the viewer about the purpose of the work, the process used in solving the problem, and the artist's reflection on the completed work.</p> <p>Eighth Grade: Identify spaces appropriate for displaying art.</p> <p>Eighth Grade: Explain how exhibits or a single work of art can tell a story.</p> <p>Eighth Grade: Interpret the story communicated through a work of art</p> <p>Eighth Grade: Explain the connections between art and the stories it tells.</p> <p>Eighth Grade: Critique a work to determine how effectively it tells a story.</p> <p>Eighth Grade: Identify with an artwork and its story.</p>	<p>9-6</p>
<ul style="list-style-type: none"> • Through the arts people share stories about their lives and the lives of their communities. <u>The arts tell stories.</u> 	<ul style="list-style-type: none"> • <i>What stories do the arts tell?</i> • <i>How do shared experiences influence art?</i> 	<p>Sharing</p>	<p>Eighth Grade: Describe how experiences and ideas of a culture or people are represented in the history of art.</p>	
<ul style="list-style-type: none"> • The arts communicate a record of social, political and cultural history and 	<p><i>How does art reflect human experiences?</i></p>			

experiences.

Arts talk about life.

- Art shapes as well as reflects culture.
- Art influences culture.

- Technologies impact the ways in which images and works of art are presented, viewed, experienced, and documented.

Museums collect, preserve, exhibit, and stimulate appreciation

- *How can art influence opinions, beliefs and actions?*

How do visual images persuade?

- *How does art influence your perception of history?*

- *How do technologies impact the way we share and experience images and works of art?*

How do art museums support freedom of

Eighth Grade:

Give examples of connections between arts and social/political events.

Eighth Grade:

Differentiate among examples of social, political, and cultural experiences communicated through art.

Eighth Grade:

Analyze art to determine the message being communicated.

Eighth Grade:

Explain how cultural, political, and social events and beliefs influence art.

Eighth Grade:

Describe/outline how art influences our perception of history (good research project through the grade levels.)

Eighth Grade:

Compare and contrast art used to persuade to determine its influence on the viewer.

Eighth Grade:

Compare and contrast how various technologies have influences the presentation and preservation of art.

Eighth Grade:

Use various formats of technology to present works of art.

Eighth Grade:

Understands the role of an art museum and its staff.

Eighth Grade:

<p>and understanding of cultures through works of art. <u>Understanding cultures through art museums.</u></p>	<p><i>expression?</i> <i>How do art museums contribute to society?</i></p>	<p>Know purposes for displaying art publicly and privately. Eighth Grade: Defend reasons/opinions for presenting and preserving art. Eighth Grade: Applies appropriate etiquette specific to an art museum and its spaces and exhibits.</p>	
<p>Purpose of an art museum</p>	<p>(Add an EU about freedom of speech/free expression in the arts? Freedom of expression in the visual arts enables citizens to share and debate ideas and to develop empathic and responsible behavior. (footnote to NAEA Position Statement)</p>		<p>Language (vocabulary)</p>
<p>Notes:</p>			