## Idaho Fine Arts Standards – Visual Arts

### Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): 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?

### Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us to choose an artistic investigation? 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?

### Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

### Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us to choose an artistic investigation? 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?

### Anchor Standard 1: Generate and conceptualize artistic ideas and work.

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**VA:Cr1.1.a:** Engage collaboratively in creative art-making in response to an artistic problem.

**VA:Cr1.1.b:** Use observation and investigation in preparation for making a work of art.

**VA:Cr1.1.c:** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

**VA:Cr1.1.d:** Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

**VA:Cr1.1.e:** Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

**VA:Cr1.1.f:** Formulate an artistic investigation of personally relevant content for creating art.

**VA:Cr1.1.g:** Develop criteria to guide making a work of art or design to meet an identified goal.

**VA:Cr1.1.h:** Collaborate on an artistic investigation of an aspect of present-day life using a contemporary practice of art/and design.

**VA:Cr1.1.i:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art/and design.

**VA:Cr1.1.j:** 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.

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**Note:** The table includes specific standards and benchmarks for different grade levels, which are not entirely transcribed here due to space constraints. For a full reference, please consult the official Idaho Fine Arts Standards documentation.
Creating

Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s): 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?

Kindergarten
Example:
- Through experimentation, build skills in various media and approaches to artmaking.
- 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 making 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 artmaking or designing.
- Engage in making a work of art or design without having a preconceived plan.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question(s): 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?

Kindergarten
Example:
- Demonstrate and properly use procedures for using materials, tools, and equipment in a variety of artistic processes.
- Demonstrate safe and proper procedures for using and cleaning art tools, equipment, and studio spaces.
- Demonstrate an understanding of the safe and prudent use of materials, tools, and equipment in artmaking.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.
- Demonstrate awareness of ethical implications of one’s work 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, and creative commons as they apply to creating works of art and design.
- Explain how traditional and nontraditional 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.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): 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?

Kindergarten
Example:
- Create a work that represents natural and constructed environments.
- Identify and classify uses of everyday objects through drawings, diagrams, sculpures, 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 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.
Creating

<table>
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<tr>
<th>Anchor Standard 3: Refine and complete artistic work.</th>
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<tr>
<td>Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</td>
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<tr>
<td>Essential Question(s): 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?</td>
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<th>Reflect – Refine – Continue</th>
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<td>Explain the process of making art while creating.</td>
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<td>Use art vocabulary to describe choices while creating art.</td>
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<td>Discuss and reflect with peers about choices made in creating artwork.</td>
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<td>Elaborate visual information by adding details in an artwork to enhance emerging meaning.</td>
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<td>Revise artwork in progress on the basis of insights gained through peer discussion.</td>
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<td>Create artist statements using art vocabulary to describe personal choices in artmaking.</td>
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<td>Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</td>
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<td>Reflect on and explain information about personal artwork in an artist statement or another format.</td>
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<td>Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</td>
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<tr>
<td>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</td>
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<tr>
<td>Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</td>
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### Essential Question(s)

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its value and understanding?

### Enduring Understanding

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing two-dimensional, three-dimensional, and digital artwork. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation and preservation.

### Idaho Fine Arts Standards – Visual Arts

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### Select

Select art objects for personal or educational use, explaining why they were chosen.

### Presenting

Explain why some objects, artifacts, and artwork are valued over others.

### Analyze

Categorize artwork based on a theme or concept for an exhibit. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving and presenting artwork. Analyze similarities and differences in preserved 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 critique personal artwork for a collection or portfolio presentation.

### Share

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.

### Enduring Understanding

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing two-dimensional, three-dimensional, and digital artwork. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation and preservation.

### Essential Question(s)

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its value and understanding?
## Idaho Fine Arts Standards – Visual Arts

**Visual Arts**

### Anchor Standard 7: Perceive and analyze artistic work

#### Enduring Understanding: 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.

#### Essential Question(s): 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?

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<td>Identify uses of art within one's personal environment.</td>
<td>Describe what an image represents.</td>
<td>Compare images that represent the same subject.</td>
<td>Categorize images based on expressive properties.</td>
<td>Determine messages communicated by an image.</td>
<td>Analyze components in visual imagery that convey messages.</td>
<td>Identify and analyze cultural associations suggested by visual imagery.</td>
<td>Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</td>
<td>Analyze multiple ways that images influence specific audiences.</td>
<td>Analyze how one's understanding of the world is affected by experiencing visual imagery.</td>
<td>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</td>
<td>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</td>
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### Anchor Standard 8: Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Question(s):** What is the value of engaging in the process of art criticism? How and why might criteria vary? How is a preferred artwork selected?

**Enduring Understanding:** People evaluate art based on various criteria.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Question(s):** 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?

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Enduring Understanding:** People evaluate art based on various criteria.
# Idaho Fine Arts Standards – Visual Arts

**Enduring Understanding:**
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question(s):** How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings?

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

**Visual Arts**

<table>
<thead>
<tr>
<th>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</th>
<th>Essential Question(s): 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?</th>
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</thead>
<tbody>
<tr>
<td>Enduring Understanding:</td>
<td>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</td>
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<td><strong>Kindergarten</strong></td>
<td><strong>1st</strong></td>
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<td>VA:Cn11.1.1a</td>
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**Synthesize:**

- Create a work of art that reflects the cultural traditions of a community.
- Create a work of art that reflects the surrounding environment.
- Apply formal and conceptual vocabularies of art and design in new ways through art making.
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.
- Choose media that reflect cultural uses.
- Individually or collaboratively create visual documentation of a community.
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**Relate:**

- Identify a purpose of an artwork.
- 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 created.
- 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.
- 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 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.
- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- 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.
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- Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

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**Connect:**

- Identify times, places, and reasons by which students make art.
- Create a work of art that tells a story about a life experience.
- 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 artmaking.
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.
- 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 processes of developing ideas from early stages to fully elaborated ideas.
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- Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
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- Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art design.
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