

# CREATE

**Foundation Cr1**  
**Generate and conceptualize artistic ideas and work.**

**Foundation Cr2**  
**Organize and develop artistic ideas and work.**

**Foundation Cr3**  
**Refine and complete artistic work.**

## Enduring Understandings

**1.A** Creativity and innovative thinking are essential life skills that can be developed. **1.B** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

## Enduring Understandings

**2.A** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. **2.B** Artists and designers balance experimentation with safety and freedom with responsibility while developing and creating artworks. **2.C** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

## Enduring Understandings

**3.A** Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

## Essential Questions

**1.A** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration influence the creative process? **1.B** 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 do artists determine what resources and criteria are needed to formulate artistic investigations?

## Essential Questions

**2.A** How do artists work? How do artists and designers determine the effectiveness of particular choices in their work? How do artists and designers learn from trial and error? **2.B** 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? **2.C** 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?

## Essential Questions

**3.A** 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 construct a more complete experience?

## HS1

HS1.VA.Cr1.A Formulate and develop creative approaches to art-making.  
HS1.VA.Cr1.B Investigate an aspect of contemporary life utilizing art and design.  
HS1.VA.Cr2.A Make art or design without having a preconceived plan, using course specific craftsmanship.  
HS1.VA.Cr2.B Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.  
HS1.VA.Cr2.C Redesign an object, system, place, or design in response to contemporary issues.  
HS1.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

## HS2

HS2.VA.Cr1.A Individually or collaboratively formulate new creative problems based on student's existing work.  
HS2.VA.Cr1.B Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.  
HS2.VA.Cr2.A Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific craftsmanship.  
HS2.VA.Cr2.B Develop awareness of the balance between freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.  
HS2.VA.Cr2.C Demonstrate, in works of art or design, how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.  
HS2.VA.Cr3.A Reflect upon, revise, and refine works of art and design in response to personal artistic vision.

## HS3

HS3.VA.Cr1.A Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.  
HS3.VA.Cr1.B Choose from a range of materials and methods of traditional and contemporary practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.  
HS3.VA.Cr2.A Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept using course specific craftsmanship.  
HS3.VA.Cr2.B Balance freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.  
HS3.VA.Cr2.C Collaboratively develop artwork that transforms the perception and experience of a particular place, object, or system.  
HS3.VA.Cr3.A Reflect upon, revise, and refine works of art or design, considering relevant traditional and contemporary criteria as well as personal artistic vision.

# PRESENT

**Foundation P1**  
**Select, analyze, and interpret artistic work for presentation.**

**Foundation P2**  
**Develop and refine artistic techniques and work for presentation.**

**Foundation P3**  
**Convey and express meaning through the presentation of artistic work.**

**Enduring Understandings**

**1.A** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

**Enduring Understandings**

**2.A** Artists, curators, and others consider a variety of factors and methods when preparing and refining artwork for display and deciding if and how to preserve and protect it.

**Enduring Understandings**

**3.A** Visual literacy is an essential life skill that can be developed through the close examination of artwork and becomes a system by which viewers understand and interpret the world.

**Essential Questions**

**1.A** 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?

**Essential Questions**

**2.A** 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 selecting work for presentation, a portfolio, or a collection?

**Essential Questions**

**3.A** What is an image? Where and how do we encounter images in our world? How do images convey meaning? How do images influence our views of the world? How can the viewer "read" a work of art as text?

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**HS1**

HS1.VA.P1.A Select, analyze, and curate artifacts and/or artworks for presentation and preservation.

HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.

HS1.VA.P3.A Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

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**HS2**

HS2.VA.P1.A Select, analyze, and critique personal artwork for a collection or portfolio presentation.

HS2.VA.P2.A Select, evaluate, and apply effective methods or processes to display artwork in a specific traditional or emerging presentation space.

HS2.VA.P3.A Make, explain, and justify connections between exhibitions of artists or artwork and the context of social, cultural, and political history.

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**HS3**

HS3.VA.P1.A Critique and justify choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

HS3.VA.P2.A Select, evaluate, and apply appropriate methods and processes for preserving and protecting artworks

HS3.VA.P3.A Curate a collection of artwork or artifacts to impact the viewer's understanding of social, cultural, and political experiences.

# RESPOND

**Foundation R1**  
**Perceive and analyze artistic work.**

**Foundation: R2**  
**Interpret intent and meaning in artistic work.**

**Foundation R3**  
**Apply criteria to evaluate artistic work.**

## **Enduring Understandings**

**1.A** Visual literacy is an essential life skill that can be developed through the close examination of artwork and becomes a system by which viewers understand and interpret the world. **1.B** 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 Questions**

**1.A** What is an image? Where and how do we encounter images in our world? How do images convey meaning? How do images influence our views of the world? How can the viewer "read" a work of art as text? **1.B** How do life experiences influence the way we relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

## **Enduring Understandings**

**2.A** People gain insights into meanings of artworks by engaging in the process of interpreting art.

## **Essential Questions**

**2.A** What is the value of engaging in the process of interpreting art? How does knowing and using visual art vocabularies help us understand and interpret works of art? How do artists use expressive properties to communicate meaning?

## **Enduring Understandings**

**3.A** People evaluate art based on various criteria.

## **Essential Questions**

**3.A** What is the value of engaging in the process of art criticism? 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?

## **HS1**

HS1.VA.R1.A Analyze how one's understanding of the world is affected by experiencing images.  
HS1.VA.R1.B Hypothesize ways in which art influences perception and understanding of human experiences.  
HS1.VA.R2.A Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.  
HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.

## **HS2**

HS2.VA.R1.A Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  
HS2.VA.R1.B Recognize and describe personal aesthetic and empathetic responses to natural and constructed environments.  
HS2.VA.R2.A Evaluate types of contextual information relevant to the process of constructing interpretations of an artwork or collection of artworks.  
HS2.VA.R3.A Analyze the relevance of criteria used by others to evaluate a work of art or collection of works.

## **HS3**

HS3.VA.R1.A Evaluate the connections within a collection of art or artists from a particular time and place, and determine the potential influence on specific audiences.  
HS3.VA.R1.B Analyze how responses to art develop over time based on knowledge, life experiences, and perceptions of the world.  
HS3.VA.R2.A Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.  
HS3.VA.R3.A Construct evaluations of a work of art or collection of works based on differing sets of criteria.

# CONNECT

## Foundation Cn1

**Synthesize and relate knowledge and personal experiences to artistic endeavors.**

## Foundation Cn2

**Relate artistic ideas and works with societal, cultural, and historical context.**

### Enduring Understandings

**1.A** Through art-making, people construct meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

### Enduring Understandings

**2.A** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

### Essential Questions

**1.A** How does engaging in the creation of 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 art-making?

### Essential Questions

**2.A** 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?

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<b>HS1</b>	HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches. HS1.VA.Cn2.A Describe how knowledge of culture, traditions, and history may influence personal responses to art.
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<b>HS2</b>	HS2.VA.Cn1.A Research and connect an unfamiliar subject to personal experiences to develop meaning through art-making. HS2.VA.Cn2.A Compare and connect functions of art in a variety of societal, cultural, and historical contexts to contemporary and local contexts.
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<b>HS3</b>	HS3.VA.Cn1.A Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design. HS3.VA.Cn2.A Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
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*\* See Metro Nashville Public Schools Visual And Performing Arts website for updated Visual and Performing Arts Scope and Sequence documents, instructional resources, planning documents, and aligned lessons.*