

Visual Arts  
OUTCOMES AND BENCHMARKS (NEW)

**Strand: CREATIVE THINKING (In VisArt, planning and developing)**

Grade	Learning Outcomes (taken from IB curriculums DP, MYP and PYP) Students will be able to...	Benchmarks (taken/adapted from the NAEA curriculum, except for DP which is taken directly from the IB DP Assessment Criteria) Evidence will be shown by...
12	<p>Communicate ideas and intentions in both visual and written forms</p> <p>Create a coherent body of work</p> <p>Demonstrate conceptual qualities</p>	<p>...clear visual/written articulation of how initial ideas and intentions formed and developed, and how technical skills, media, and ideas were developed and assimilated</p> <p>...exhibition of a coherent collection of works which fulfil stated artistic intentions and communicate clear thematic or stylistic relationships across individual pieces</p> <p>...the effective resolution of images, signs, and/or symbols to realize the function, meaning and purpose of artworks, based on stated intentions</p>
11	Same as G12	Same as G12
10 (MYP year 5)	<p>Demonstrate a range and depth of creative-thinking behaviours</p> <p>Demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> <p>Develop a feasible, clear, imaginative and coherent artistic intention</p>	<p>...utilizing inquiry methods such as observation, research, and experimentation to explore unfamiliar subjects through artmaking</p> <p>...individually or collaboratively formulating new creations based on existing artwork</p> <p>....documenting the process of developing ideas from early stages to fully elaborated ideas</p> <p>...choosing from a range of materials and methods of traditional and contemporary artistic practices to plan and produce artworks</p>

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		<p>...through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form</p> <p>...redesigning an existing visual product in response to contemporary stimuli</p> <p>...engaging in peer critique, then reflecting on, revising and refining works of art in response to personal artistic vision</p>
<p>9 (MYP year 4)</p>	<p>Demonstrate a range and depth of creative-thinking behaviours</p> <p>Demonstrate the exploration of ideas to shape artistic intention through to a point of realization</p> <p>Develop a feasible, clear, imaginative and coherent artistic intention</p>	<p>....shaping an artistic investigation using a variety of methods</p> <p>... documenting a range of experimentation, development and/or improvement, leading to a completed artwork</p> <p>.....engaging in making a work of art without having a preconceived plan</p> <p>....experimenting with multiple approaches to begin and to develop creative endeavors</p> <p>....documenting a plan for an artwork that shows a developed consideration of the viewer</p> <p>....communicating how an artwork may impact the viewer</p>
<p>8 (MYP year 3)</p>	<p>Outline a clear and feasible artistic intention</p> <p>Demonstrate the exploration of ideas through the developmental process to a point of realisation</p> <p>Outline alternative, perspectives and imaginative solutions</p>	<p>Shape an artistic investigation of an aspect of present life using a contemporary practice of art and design</p> <p>Document early stages of the creative process visually and/or verbally in traditional or new media</p> <p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas,</p>

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		<p>forms, and meanings that emerge in the process of artmaking or designing</p> <p>Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress</p>
<p>7 (MYP year 2)</p>	<p>Outline alternative, perspectives and imaginative solutions</p> <p>Demonstrate the exploration of ideas through the developmental process to a point of realisation</p> <p>Outline a clear and feasible artistic intention</p>	<p>Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>Apply methods to overcome creative blocks</p> <p>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p>Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.</p> <p>Reflect on and explain important information about personal artwork in an artist statement or another format</p>
<p>6 (MYP year 1)</p>	<p>Identify alternatives and perspectives</p> <p>Demonstrate the exploration of ideas</p>	<p>Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p>Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p>

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	<p style="text-align: center;">Identify an artistic intention</p>	<p>Formulate an artistic investigation of personally relevant content for creating art.</p> <p>Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</p> <p>Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p>Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p>
<p>5 (Phase 4)</p>	<p>Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</p> <p>Demonstrate an understanding that arts provide opportunities to explore our creative potential and engage in a personal artistic journey</p>	<p>Combine ideas to generate an innovative idea for art-making</p> <p>Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>Adjust and refine their creative process in response to constructive feedback</p>
<p>4 (Phase 3)</p>	<p>Reflect on their own and others creative processes to inform their thinking</p> <p>Create artwork for a specific audience.</p>	<p>Document, describe, and represent regional constructed environments.</p> <p>When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others</p>

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		<p>Explore and invent art-making techniques and approaches.</p> <p>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>Brainstorm multiple approaches to a creative art or design problem.</p>
<p>3 (Phase 3)</p>	<p>Reflect on their own and others creative processes to inform their thinking.</p>	<p>Elaborate on an imaginative idea.</p> <p>Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process</p> <p>Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>Combine a variety of formal elements to communicate ideas, feelings and/ or experiences.</p> <p>Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>Use a range of strategies to solve problems during the creative process.</p> <p>Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p>
<p>2 (Phase 2)</p>	<p>Identify the stages of their own and others creative processes</p> <p>Communicate ideas, feelings and experiences through artwork</p>	<p>Identify, plan and make specific choices of materials, tools and processes in artmaking</p> <p>Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p>

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		<p>Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>Repurpose objects to make something new.</p> <p>Discuss and reflect with peers about choices made in creating artwork.</p>
<p>1  (Phase 2)</p>	<p>Identify the stages of their own and others creative processes.</p> <p>Apply a range of strategies to express themselves.</p>	<p>Explore uses of materials and tools to create works of art or design.</p> <p>Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p> <p>Use art vocabulary to describe choices while creating art.</p> <p>Demonstrate openness in trying out new ideas.</p>
<p>K2  (Phase 1)</p>	<p>Identify the materials and processes used in the creation of an artwork</p> <p>Create artwork in response to a range of stimuli</p>	<p>Engage in exploration and imaginative play with materials.</p> <p>Engage in individual and collaborative creative experiences</p> <p>Through experimentation, build skills in various media and approaches to artmaking.</p> <p>Identify safe and non-toxic art materials, tools, and equipment.</p> <p>Create art that represents natural and constructed environments.</p>

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		Explain the process of making art while creating.
K1 (Phase 1)	Identify the materials and processes used in the creation of an artwork  Create artwork in response to a range of stimuli	Engage in self directed play with materials.  Use a variety of artmaking tools  Engage in self directed, creative making.  Share materials with others  Create and tell about art that communicates a story about a familiar place or object.  Share and talk about personal artwork.

**Strand: PRODUCING/PRESENTING (In VisArt, making the artwork)**

Grade	Learning Outcomes (taken from IB curriculums DP, MYP and PYP) Students will be able to...	Benchmarks (taken/adapted from the NAEA curriculum, except for DP which is taken directly from the IB DP Assessment Criteria) Evidence will be shown by...
12	Demonstrate skills, techniques and processes  Review, refine, and reflect in both visual and written forms  Demonstrate technical competence	... sustained experimentation and manipulation of a range of skills, techniques, and processes, showing the ability to select and use materials appropriate to intentions  ...clear visual/written articulation of how ideas, skills, processes and techniques were reviewed and refined, and a reflection on the acquisition and development of visual art skills  ...the effective application and manipulation of formal qualities, media, and materials
11	Same as G12	Same as G12

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<p>10 (MYP year 5)</p>	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>Demonstrate the application of skills and techniques to create art</p> <p>Create an artistic response that intends to reflect or impact the world around them</p>	<p>...experimentation with and manipulation of a range of materials to develop skills, techniques, and processes</p> <p>...visual/written/verbal articulation of how ideas, formal qualities, skills and techniques were learned, developed or improved</p> <p>...visual/written/verbal articulation of how ideas, formal qualities, skills and techniques were applied to complete an artwork</p> <p>...the application and manipulation of formal qualities, skills and techniques to create finished artwork</p>
<p>9 (MYP year 4)</p>	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</p> <p>Demonstrate the application of skills and techniques to create art</p> <p>Create an artistic response that intends to reflect or impact on the world around them</p>	<p>...experimentation with and manipulation of a range of materials to develop skills, techniques, and processes</p> <p>...visual/written/verbal articulation of how ideas, formal qualities, skills and techniques were learned, developed or improved</p> <p>...visual/written/verbal articulation of how ideas, formal qualities, skills and techniques were applied to complete an artwork</p> <p>...the application and manipulation of formal qualities, skills and techniques to create finished artwork</p>
<p>8 (MYP year 3)</p>	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>Develop and apply criteria for evaluating a collection of artwork for presentation.</p> <p>Collaboratively prepare and present selected themebased artwork for display, and formulate exhibition narratives for the viewer.</p>



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		Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
7 (MYP year 2)	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p> <p>Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>Compare and contrast viewing and experiencing collections and exhibitions in different venues.</p>
6 (MYP year 1)	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.</p> <p>Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> <p>Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p>
5 (PYP Phase 4)	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	<p>Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</p> <p>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p>Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p>

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<p>4 (Phase 3)</p>	<p>Identify factors to be considered when displaying an artwork</p>	<p>Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork</p> <p>Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p>
<p>3 (Phase 3)</p>	<p>Identify exhibit space and prepare works of art including artists' statements, for presentation.</p>	<p>Investigate and discuss possibilities and limitations of spaces, for exhibiting artwork.</p> <p>Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>
<p>2 (Phase 2)</p>	<p>Demonstrate an understanding that Visual Art is a means of communication.</p>	<p>Categorize artwork based on a theme or concept for an exhibit.</p> <p>Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p> <p>Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</p>
<p>1 (Phase 2)</p>	<p>Demonstrate an understanding that people share art with others.</p>	<p>Explain why some objects, artifacts, and artwork are valued over others</p> <p>Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p>Identify the roles and responsibilities of people who work in and visit museums and other art venues.</p>
<p>K2 (Phase 1)</p>	<p>Create artwork in response to a variety of stimuli</p> <p>Enjoy experiencing art</p>	<p>Select art objects for personal portfolio and display, explaining why they were chosen.</p>

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		<p>Explain the purpose of a portfolio or collection.</p> <p>Explain what an art museum is and distinguish how an art museum is different from other buildings.</p>
K1 (Phase 1)	<p>Create artwork in response to a variety of stimuli</p> <p>Enjoy experiencing art</p>	<p>identify reasons for saving and displaying objects, artifacts, and artwork.</p> <p>Identify places where art may be displayed or saved.</p> <p>Identify where art is displayed both inside and outside of school</p>

**Strand: RESPONDING**

Grade	Learning Outcomes (taken from IB curriculums DP, MYP and PYP) Students will be able to...	Benchmarks (taken/adapted from the NAEA curriculum, except for DP which is taken directly from the IB DP Assessment Criteria) Evidence will be shown by...
12	<p>Analyze formal qualities of selected artworks, objects, and artifacts</p> <p>Present information clearly and coherently</p> <p>Use subject-specific language</p>	<p>...the effective identification and analysis of the formal qualities of selected artworks, objects, and artifacts</p> <p>...ensuring that information is conveyed clearly and coherently in a visually appropriate and legible manner</p> <p>...consistent and correct use of appropriate subject-specific language in written documents</p>
11	Same as G12	Same as G12
10	Demonstrate knowledge and understanding of the art form studied, including concepts,	...recognizing and describing personal aesthetic and empathetic responses to visual stimuli

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<p>(MYP year 5)</p>	<p>processes, and the use of subject-specific terminology.</p> <p>Critique the artwork of self and others.</p>	<p>...evaluating the effectiveness of image(s) to influence ideas, feelings, and behaviors of self or others</p> <p>...the selection, analysis and critique of artwork by self or other, for presentation to an audience, in verbal or written format</p> <p>...identifying contextual information useful in the process of interpreting artwork(s)</p> <p>...determining the relevance of criteria used by others to evaluate artwork(s)</p> <p>...explaining and justifying the formal, social, cultural, and/or political connections between an artwork and its place/time</p>
<p>9 (MYP year 4)</p>	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology.</p> <p>Critique the artwork of self and others.</p>	<p>...interpreting meaning or intent in artwork(s), supported by relevant and sufficient evidence found in the work and its various contexts</p> <p>...hypothesizing ways in which art influences perception and understanding of human experience</p> <p>...analyzing how one's understanding of the world is affected by visual experience</p> <p>...establishing relevant criteria in order to evaluate artwork(s)</p>
<p>8 (MYP Year 3)</p>	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>Create an artistic response inspired by the world around them</p> <p>Evaluate the artwork of self and others</p>	<p>Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p>Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>

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		<p>interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p>Create a convincing and logical argument to support an evaluation of art</p>
7 (MYP Year 2)	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>Create an artistic response inspired by the world around them</p> <p>Evaluate the artwork of self and others</p>	<p>Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p> <p>Analyze multiple ways that images influence specific audiences.</p> <p>Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p> <p>Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p>
6 (MYP YR 1)	<p>Demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>Recognise that the world contains inspiration or influence for art</p> <p>Evaluate certain elements or principals of artwork</p>	<p>Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> <p>Develop and apply relevant criteria to evaluate a work of art</p>

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		<p>identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p>
5 (phase 5)	<p>Reflect on the factors that influence personal reactions to artwork</p> <p>Critique and make informed judgements about artworks</p>	<p>Compare one's own interpretation of a work of art with the interpretation of others</p> <p>Identify and analyze cultural associations suggested by visual imagery</p> <p>Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed</p> <p>Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</p>
4 (Phase 3)	<p>Use relevant and insightful questions to extend their understanding</p> <p>Recognise that different audiences respond in different ways to artworks</p> <p>Provide constructive criticism when responding to artwork</p>	<p>Compare responses to a work of art before and after working in similar media.</p> <p>Analyze components in visual imagery that convey messages.</p> <p>interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p> <p>Apply one set of criteria to evaluate more than one work of art</p>
3 (Phase 3)	<p>Use relevant and insightful questions to extend their understanding</p> <p>Recognise that different audiences respond in different ways to artworks</p>	<p>Speculate about processes an artist uses to create a work of art</p> <p>Determine messages communicated by an image.</p>

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	<p>Provide constructive criticism when responding to artwork</p>	<p>Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p>Evaluate an artwork based on given criteria.</p>
<p>2 (Phase 2)</p>	<p>Sharpen their powers of observation</p> <p>Identify the formal elements of an artwork</p> <p>Use appropriate terminology to discuss artwork</p> <p>Become an engaged and responsive audience for a variety of visual arts forms.</p>	<p>Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p> <p>Categorize images based on expressive properties.</p> <p>Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p> <p>Use learned art vocabulary to express preferences about artwork.</p>
<p>1 (Phase 2)</p>	<p>Sharpen their powers of observation</p> <p>Identify the formal elements of an artwork</p> <p>Use appropriate terminology to discuss artwork</p> <p>Become an engaged and responsive audience for a variety of visual arts forms.</p>	<p>Select and describe works of art that illustrate daily life experiences of one's self and others.</p> <p>Compare images that represent the same subject.</p> <p>Interpret art by categorizing subject matter and identifying the characteristics of form</p> <p>Classify artwork based on different reasons for preferences.</p>
<p>K2 (Phase 1)</p>	<p>Describe what they notice about an artwork</p> <p>Communicate their responses to an artwork in visual, oral or physical modes</p> <p>Express opinions about an artwork</p>	<p>Identify uses of art within one's personal environment.</p> <p>Describe what an image represents.</p> <p>Interpret art by identifying subject matter and describing relevant details.</p>

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		Explain reasons for selecting a preferred artwork. Classify artwork based on different reasons for p
K1  (Phase 1)	Describe what they notice about an artwork  Communicate their responses to an artwork in visual, oral or physical modes  Express opinions about an artwork	Interpret art by identifying and describing subject matter Recognize art in one's environment  Distinguish between images and real objects.  Select a preferred artwork

**Strand: CONNECTING**

Grade	Learning Outcomes Students will be able to...	Benchmarks (taken/adapted from the NAEA curriculum, except for DP which is taken directly from the IB DP Assessment Criteria) Evidence will be shown by...
12	Demonstrate critical investigation  Interpret function and purpose of selected artworks, objects, and artifacts  Evaluate cultural significance of selected artworks, objects, and artifacts  Make comparisons of and connections between selected artworks, objects, and artifacts  Demonstrate curatorial practice	...documenting an informed and appropriate interpretation of the function and purpose of selected artworks, objects, and artifacts in the context in which they were created  ...documenting an informed understanding of the cultural significance of selected artworks, objects, and artifacts in the specific context in which they were created  ...effective identification and critical analysis of connections, similarities, and differences between selected artworks, objects, and artifacts  ...a written curatorial rationale that justifies the selection, arrangement and exhibition of a group of artworks in a designated space  <b>HL ONLY</b> ...a reflection on how the exhibition conveys understanding of the relationship(s) between artworks and viewers



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		...documentation of investigation of artists, artworks, and artistic genres, communicating awareness of how investigation influences and impacts art-making and intentions
11	Same as G12	Same as G12
10 (MYP Year 5)	Demonstrate understanding of the art form in original and displaced contexts  Construct meaning and transfer learning to new settings	...explaining and justifying the formal, social, cultural, and/or historical connections between an artwork and its place/time  ...written and/or verbal documentation comparing artworks from a variety of societal, cultural, and/or historical contexts  ...written and/or verbal documentation making connections between artworks, based on their contemporary, local, and/or global contexts
9 (MYP year 4)	Demonstrate understanding of the art form in original and displaced contexts  Construct meaning and transfer learning to new settings	...explaining, verbally or in writing, the formal, societal, cultural, and/or historical connections between an artwork and its place/time  ...written and/or verbal documentation of how knowledge of culture, traditions, and/or history influences personal responses to art  ...written and/or verbal documentation making connections between artworks, based on their contemporary, local, and/or global contexts
8 (MYP year 3)	Demonstate knowledge of the role of the art form in original and displaced contexts  Outline connections and transfer learning to new settings	Make art collaboratively to reflect on and reinforce positive aspects of group identity.  Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity

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	Use acquired knowledge to inform their artwork	
7 (MYP Year 2)	<p>Demonstrate knowledge of the role of the art form in original and displaced contexts</p> <p>Outline connections and transfer learning to new settings</p> <p>Use acquired knowledge to inform their artwork</p>	<p>Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</p> <p>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses</p>
6 (MYP Year 1)	<p>Demonstrate an awareness of the relationship between the art form studied and its context</p> <p>Demonstrate awareness of the links between the knowledge acquired and the artwork created</p> <p>Identify connections between art forms, art and context, or art and prior learning</p>	<p>Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p> <p>Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>
5 (Phase 4)	<p>Explain the cultural and historical perspectives of an artwork</p> <p>Understand the role and relevance of visual arts in society</p>	<p>Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</p> <p>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society</p>
4 (Phase 3)	<p>Compare, contrast and categorize artworks from a range of cultures, places and times</p> <p>Identify and consider the contexts in which artworks were made</p> <p>Use their knowledge and experiences to make informed interpretations of artwork</p>	<p>Create works of art that reflect community cultural traditions.</p> <p>Through observation, infer information about time, place, and culture in which a work of art was created.</p>
3 (Phase 3)	<p>Compare, contrast and categorize artworks from a range of cultures, places and times</p>	<p>Develop a work of art based on observations of surroundings.</p>

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	<p>Identify and consider the contexts in which artworks were made</p> <p>Use their knowledge and experiences to make informed interpretations of artwork</p>	<p>Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>
<p>2 (Phase 2)</p>	<p>Describe similarities and differences between artworks</p> <p>Investigate the purposes of artwork from different times, places and a range of cultures including their own</p>	<p>Create works of art about events in home, school, or community life.</p> <p>Compare and contrast cultural uses of artwork from different times and places.</p>
<p>1 (Phase 2)</p>	<p>Describe similarities and differences between artworks</p> <p>Investigate the purposes of artwork from different times, places and a range of cultures including their own</p>	<p>Identify times, places, and reasons by which students make art outside of school.</p> <p>Understand that people from different places and times have made art for a variety of reasons.</p>
<p>K2 (Phase 1)</p>	<p>Show curiosity and ask questions about artwork</p> <p>Analyse the relationships within an artwork and construct meaning</p> <p>Make personal connections to artwork</p>	<p>Create art that tells a story about a life experience.</p> <p>Engage in a creative process in response to a stimuli</p> <p>Identify a purpose of an artwork.</p>
<p>K1 (Phase 1)</p>	<p>Show curiosity and ask questions about artwork</p> <p>Analyse the relationships within an artwork and construct meaning</p> <p>Make personal connections to artwork</p>	<p>Explore the world using descriptive and expressive words and art-making.</p> <p>Engage in a creative process in response to a stimuli</p> <p>Recognize that people make art to communicate ideas.</p>