

## KINDERGARTEN

Code	Strand	Anchor Standard	Benchmark
5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.0.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Explore ideas through the work of other artists.
5.0.2.2.2			2. Explore artistic ideas through <i>intentional</i> play.
5.0.2.3.1		3. Create original artistic work.	1. Create art that communicates an idea using <b>artistic foundations</b> .
5.0.2.3.2			2. Identify safe procedures for using materials and tools while making art.
5.0.2.4.1		4. Revise and complete original artistic work.	1. Identify choices made in one's original artwork.
5.0.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Share artwork based on personal preference.
5.0.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify artwork based on a theme or concept using <b>artistic foundations</b> .
5.0.3.6.2			2. Identify where art is found in a community.
5.0.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Recognize that objects, artworks, and artifacts have form and function.
5.0.4.8.1		8. Evaluate artistic work by applying criteria.	1. Describe and distinguish between images and real objects.
5.0.4.8.2			2. Select and explain reasons for <i>personal preference</i> .
5.0.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Create art that tells a story about a life experience.
5.0.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Recognize that all humans make art.



## GRADE 1

Code	Strand	Anchor Standard	Benchmark
5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.1.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Identify multiple ideas for an artistic prompt.
5.1.2.2.2			2. Use observation and investigation in preparation for making a work of art.
5.1.2.3.1		3. Create original artistic work.	1. Identify and use symbols when creating art.
5.1.2.3.2			2. Practice safe use of art materials and tools while making art.
5.1.2.4.1		4. Revise and complete original artistic work.	1. Discuss possibilities for revision of an original artwork using <b>artistic foundations</b> .
5.1.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Identify why artwork should be prepared for presentation.
5.1.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify places where art may be displayed or saved.
5.1.3.6.2			2. Identify what an art museum is and distinguish how an art museum is different from other art spaces. For example: Physical and digital spaces.
5.1.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Select artworks, objects or artifacts that share a common idea or theme.
5.1.4.8.1		8. Evaluate artistic work by applying criteria.	1. Compare artworks that represent the same subject using <b>artistic foundations</b> .
5.1.4.8.2			2. Classify artwork based on different <i>criteria</i> for preferences, including <b>artistic foundations</b> .
5.1.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify times, places, and reasons by which students make art outside of school.
5.1.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Recognize that people from different places and times have made art for a variety of reasons.



## GRADE 2

Code	Strand	Anchor Standard	Benchmark
5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.2.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Collaboratively share ideas for an artistic prompt.
5.2.2.2.2			2. Use various materials and tools to explore personal interests, questions, and curiosity.
5.2.2.3.1		3. Create original artistic work.	1. Create art that represents natural and constructed environments. For example: Landscapes versus architecture
5.2.2.3.2			2. Demonstrate safe procedures for using materials and tools while making art.
5.2.2.4.1		4. Revise and complete original artistic work.	1. Describe choices made at different steps in an art making process.
5.2.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Prepare works of art for presentation in a specific location. For example: Physical or digital formats
5.2.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Choose artwork based on a theme or concept for an exhibit.
5.2.3.6.2			2. Compare and contrast purposes of art museums, art galleries, and other venues or formats.
5.2.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify processes an artist used to create a work of art.
5.2.4.8.1		8. Evaluate artistic work by applying criteria.	1. Categorize artworks based on expressive properties.
5.2.4.8.2			2. Use art vocabulary to express preferences about artwork.
5.2.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast subject matter from different times and places.
5.2.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify how <b>artistic foundations</b> are employed differently throughout time and place.



## GRADE 3

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5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.3.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Modify an original idea for a work of art.
5.3.2.2.2			2. Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.
5.3.2.3.1		3. Create original artistic work.	1. Create visual representations of places or systems that are part of everyday life using <b>artistic foundations</b> .
5.3.2.3.2			2. Demonstrate safe use of studio spaces and equipment.
5.3.2.4.1		4. Revise and complete original artistic work.	1. Discuss feedback about choices made in creating artwork.
5.3.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Evaluate the functionality of different spaces for exhibiting art.
5.3.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Explain the purpose of a <i>portfolio</i> or collection.
5.3.3.6.2			2. Compare and contrast objects, artifacts, and artworks that are valued in different communities or cultures.
5.3.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Respond to a work of art before and after working in a similar media.
5.3.4.8.1		8. Evaluate artistic work by applying criteria.	1. Determine messages communicated by an image.
5.3.4.8.2			2. Evaluate an artwork based on a variety of established <i>criteria</i> , including <b>artistic foundations</b> .
5.3.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast representations of the human form throughout time and place.
5.3.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Recognize that responses to art change depending on knowledge of the time and place in which it was made.



## GRADE 4

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5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.4.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate new ideas by combining dissimilar ideas together.
5.4.2.2.2			2. Incorporate personal choice into devising a solution for a creative art problem.
5.4.2.3.1		3. Create original artistic work.	1. Create art that is representational and non-representational using <b>artistic foundations</b> . For example: Naturalism and abstraction
5.4.2.3.2			2. Identify issues involving copying and originality in artmaking.
5.4.2.4.1		4. Revise and complete original artistic work.	1. Revise in-process artwork, on the basis of insights gained through peer discussion.
5.4.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Identify considerations for presenting art in various locations. For example: Indoor or outdoor settings; in temporary or permanent forms; in physical or digital spaces
5.4.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Select artwork for display in a collection with a specific purpose or <i>theme</i> .
5.4.3.6.2			2. Identify how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
5.4.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Describe <b>aesthetic characteristics</b> of the natural world and constructed environments.
5.4.4.8.1		8. Evaluate artistic work by applying criteria.	1. Analyze <i>form and content</i> in <i>visual representations</i> that convey messages.
5.4.4.8.2			2. Apply one set of <i>criteria</i> to evaluate more than one work of art.
5.4.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Describe <i>form and content</i> in <i>visual representations</i> that convey personal identity.
5.4.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify how art is used to inform or change beliefs, values or behaviors of an individual or society.



## GRADE 5

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5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.5.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate and document an innovative idea for art making.
5.5.2.2.2			2. Generate plans for art that investigates a social, cultural, or personal theme.
5.5.2.3.1		3. Create original artistic work.	1. Using <b>artistic foundations</b> , create art that redesigns artworks, objects, places or systems.
5.5.2.3.2			2. Explain the <i>ethical responsibility of appropriation</i> in artmaking.
5.5.2.4.1		4. Revise and complete original artistic work.	1. Create <i>artist statements</i> to describe choices in artmaking, using <b>art vocabulary</b> .
5.5.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Compare and contrast methods for preparing and presenting art.
5.5.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify and describe the choices an artist makes when assembling a presentation or a <i>portfolio</i> .
5.5.3.6.2			2. Explain why some objects, artifacts, and artworks are valued over others.
5.5.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify and interpret works of art that reveal how people live around the world and what they value.
5.5.4.8.1		8. Evaluate artistic work by applying criteria.	1. Establish the validity of perceived cultural symbols within an artwork.
5.5.4.8.2			2. Compare and contrast <i>criteria</i> used to evaluate works of art.
5.5.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Use knowledge of one's own culture and heritage to explore personal identity. For example: Family history; ethnic background; customs and traditions
5.5.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Make inferences about time, place, and culture in which a work of art was created, citing evidence.



## GRADE 6

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5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.6.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Elaborate upon an initial concept for art making.
5.6.2.2.2			2. Plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic practice.
5.6.2.3.1		3. Create original artistic work.	1. Employ <i>abstraction, symbolism, or naturalism</i> when making a work of art.
5.6.2.3.2			2. Demonstrate awareness of environmental implications of art materials, tools, studio space, and equipment.
5.6.2.4.1			1. Revise artwork based on collaborative reflection on an artwork's intended meaning.
5.6.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Consider and respond to the needs of the viewer when displaying artwork.
5.6.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Select artwork for a collection or <i>portfolio</i> based on given criteria.
5.6.3.6.2			2. Compare and contrast viewing and experiencing collections or exhibitions in different venues or formats.
5.6.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Compare different interpretations of a work of art.
5.6.4.8.1		8. Evaluate artistic work by applying criteria.	1. Analyze multiple ways that images influence specific audiences.
5.6.4.8.2			2. Develop and apply personal <i>criteria</i> to evaluate a work of art using <b>artistic foundations</b> .
5.6.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Make art collaboratively to reflect on and reinforce positive aspects of <i>group identity</i> .
5.6.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities.



## GRADE 7

Code	Strand	Anchor Standard	Benchmark
5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.7.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Document early stages of the creative process visually or verbally.
5.7.2.2.2			2. Apply a variety of approaches to explore artistic methods and generate ideas. For example: Sketchbooks; mind maps; webbing
5.7.2.3.1		3. Create original artistic work.	1. Using <b>artistic foundations</b> , create artwork that combines images and words to communicate a specific idea.
5.7.2.3.2			2. Describe <i>ethical responsibility</i> when sharing original artwork through the internet and communication formats.
5.7.2.4.1		4. Revise and complete original artistic work.	1. Justify important information about one's own artwork in an <i>artist statement</i> or <i>critique</i> .
5.7.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Individually or collaboratively develop a visual plan for displaying works of art.
5.7.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Compare and contrast the differences between engaging with art through technology and physically experiencing an artwork.
5.7.3.6.2			2. Explain how exhibitions reflect the history and values of a community.
5.7.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
5.7.4.8.1		8. Evaluate artistic work by applying criteria.	1. Analyze ways cultures influence representation of ideas, emotions, and actions.
5.7.4.8.2			2. Identify <i>personal bias</i> in the evaluation of artwork(s).
5.7.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Distinguish between <i>subjective</i> and <i>objective</i> approaches related to personal preferences in artwork.
5.7.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.





## GRADE 8

Code	Strand	Anchor Standard	Benchmark
5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.8.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Develop and document multiple ideas for artwork criteria to guide art making.
5.8.2.2.2			2. Innovate and take risks with ideas, <i>form and content</i> , or methods to shape intent for an artwork.
5.8.2.3.1		3. Create original artistic work.	1. Apply <b>visual literacy strategies</b> to create art work that communicates ideas.
5.8.2.3.2			2. Apply ethics of <i>appropriation, fair use, creative commons, open sources, and copyright</i> to the creation of artwork.
5.8.2.4.1		4. Revise and complete original artistic work.	1. Make revisions to a work of art after seeking feedback from multiple sources.
5.8.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Collaboratively apply appropriate methods to prepare and present selected artwork for display.
5.8.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Develop and apply criteria for evaluating a collection of artwork for presentation.
5.8.3.6.2			2. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
5.8.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Explain how personal preferences and <b>aesthetic choices</b> impact both the creation and perception of artwork.
5.8.4.8.1		8. Evaluate artistic work by applying criteria.	1. Compare and contrast contexts in which viewers encounter images that influence ideas, emotions, and actions.
5.8.4.8.2			2. Create a convincing and logical argument to support one's own evaluation of art.
5.8.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Justify how contextual information contributes to one's understanding of an artwork.
5.8.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Distinguish different ways art is used to represent, establish, reinforce, and reflect <i>group identity</i> .



## HIGH SCHOOL

Code	Strand	Anchor Standard	Benchmark
5.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
5.9.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Collectively or individually apply inquiry methods of observation and research to investigate an idea.
5.9.2.2.2			2. Explore and plan <b>themes, ideas, concepts or styles in preparation</b> for an artwork.
5.9.2.3.1		3. Create original artistic work.	1. Synthesize <b>visual literacy strategies</b> and conceptual intent to create artwork for a specific purpose.
5.9.2.3.2			2. Balance freedom and <i>ethical responsibility</i> in the use of images, materials, tools, and equipment during art making.
5.9.2.4.1			1. Engage in constructive <i>critique</i> with peers, then reflect on, revise and refine works of art to improve one's original artistic intent.
5.9.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place, including an <i>artist statement</i> .
5.9.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Analyze, critique, and justify artwork in an <i>artist statement</i> for a collection or portfolio presentation.
5.9.3.6.2		2. Analyze relationships between artists, artwork, and audience for impact of presentation.	
5.9.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Construct multiple interpretations of an artwork.
5.9.4.8.1		8. Evaluate artistic work by applying criteria.	1. Evaluate the impact of an artwork to influence ideas, feelings and behaviors of specific audiences.
5.9.4.8.2			2. When encountering artwork(s), synthesize one's own evaluation of artwork(s) with a different evaluation of the same artwork(s).
5.9.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.
5.9.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.

