

High School Visual Art Standards: Connect

Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding:

- Participation in the arts encourages people to connect experiences to construct meaning.
- People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

- How does participating in and with art enrich people’s lives and raise awareness of community and environment?
- 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 influence, enhance, and preserve aspects of life?

Crosswalk Standards

Reading Standards for Literature	Speaking and Listening	Mathematics	Alaska Performance Standards	Alaska Cultural Standards	Writing
RL.9-10.6	SL.9-10.1, SL.9-10.2, SL.9-10.3	A2, A3, A5, E2	AH.PPE2	CS.A3, CS.A5, CS.B2, GC.B3, H.A4, H.A5, H.A6, H.A7, H.B1c, e, H.B2, H.B4, H.C4	W.9-10.8, W.9-10.9

Standards	Objectives	Examples
HS Proficient/Survey VA:CN10-HSP/Survey a. Document process of emerging ideas that reflect group concerns from early stages to fully developed ideas.	Students will: <ul style="list-style-type: none"> • Recognize how the arts can communicate group concerns. 	<ul style="list-style-type: none"> • To study the works of Native Alaskan artist Nicholas Galanin to understand the marginalization of Alaska Native cultures.
VA:CN11-HSP/Survey a. Describe how knowledge of culture, traditions, and history may influence personal responses to art (e.g., comparing initial responses to artwork at beginning of a course and periodically throughout the course to identify changes in perception after study of context.)	Students will: <ul style="list-style-type: none"> • Articulate how personal responses to art evolve. 	<ul style="list-style-type: none"> • Document their response to Picasso’s “Guernica” over the course of the semester, adding to their response as they deepen their historical and culture knowledge of the work.
HS Accomplished/Studio VA:CN10-HSAC/Studio a. Utilize inquiry methods of observation, research, experimentation to explore community, environmental, cultural and social concerns through art making.	Students will: <ul style="list-style-type: none"> • Research to create a work of art that communicates a social, environmental or cultural concern. 	<ul style="list-style-type: none"> • Identify a social justice topic, using critical research techniques defend their position through art creation.

<p>VA:CN11-HSAC</p> <p>a. Compare and connect contemporary and/or local art through the context of society, culture and history.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Examine the impact an artist has on society. 	<ul style="list-style-type: none"> View the work of Andy Warhol in context of New York socialite society and collaborative art making. View the work of Kehinde Wiley in context of power and social class.
<p>HS Advanced/AP & IB VA:CN10-HSAD/AP & IB</p> <p>a. Synthesize knowledge of social, cultural, Historical, and personal life with art making approaches to create meaningful works of art or design.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Create works of art that synthesize academic research with personal experience. 	<ul style="list-style-type: none"> Create the “exhibition” component of their IB Visual Arts Course displaying a coherent body of work (4-11 pieces). The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.
<p>VA:CN11-HSAD/AP & IB</p> <p>a. Appraise impact of an artist or a group of artists on the beliefs, values, and behaviors of a society (such as Chinese propaganda art, Moses Wassillie’ Yupik carvings-eye of the universe, army recruitment poster, Kathe Kollwitz woodcuts, Cesar Chavez’s eagle symbol for United Farm Workers).</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain how art is used to ignite social change. 	<ul style="list-style-type: none"> Appraise the impact of works of graffiti artist Banksy, Vic Muniz, Chris Jordan on igniting social change.