

# PK Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Conceiving and developing new artistic ideas</li> <li>❖ Beginning to generate and conceptualize artistic ideas and work</li> <li>❖ Beginning to organize and develop artistic ideas and work</li> <li>❖ Emerging Refinement and complete artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can begin to engage in exploration and imaginative play with materials</li> <li><input type="checkbox"/> I can start to experiment and build skills in various media and approaches to art making</li> <li><input type="checkbox"/> I can begin to explain the process of making art while creating</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Interpreting and sharing artistic work</li> <li>❖ Analyze, interpret and select artistic work for presentation</li> <li>❖ Develop and refine artistic work for presentation</li> <li>❖ Introduction to conveying meaning through the presentation of artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can select art for personal portfolio and display, explaining why it was chosen</li> <li><input type="checkbox"/> I can explain the purpose of a portfolio collection</li> <li><input type="checkbox"/> I can explain what an art museum is</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Understanding and evaluating how the arts convey meaning</li> <li>❖ Beginning to perceive and analyze artistic work</li> <li>❖ Beginning to interpret intent and meaning in artistic work</li> <li>❖ Becoming aware of criteria to evaluate artistic artwork</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can start to identify uses of art within my personal environment</li> <li><input type="checkbox"/> I can interpret art by identifying subject matter and describing relevant details</li> <li><input type="checkbox"/> I can explain reasons for selecting a preferred artwork</li> </ul>
<b>CONNECTING</b>	<ul style="list-style-type: none"> <li>❖ Relating artistic ideas and work with personal meaning and external content.</li> <li>❖ Emerging synthesization of knowledge and personal experiences to make art.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can create art that tells a story about a life experience</li> </ul>



# K Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Organize and develop artistic ideas</li> <li>❖ Refine and complete artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can engage in exploration and imaginative play with materials</li> <li><input type="checkbox"/> I can, through experimentation, build skills in various media and approaches to artmaking</li> <li><input type="checkbox"/> I can explain the process of making art while creating</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Analyze, interpret and select artistic work for presentation</li> <li>❖ Develop and refine artistic work for presentation</li> <li>❖ Convey meaning through the presentation of artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can select for personal portfolio and display, explaining why it was chosen</li> <li><input type="checkbox"/> I can explain the purpose of a portfolio collection</li> <li><input type="checkbox"/> I can explain what an art museum is and what makes it unique</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Perceive and analyze artistic work</li> <li>❖ Interpret intent and meaning in artistic work</li> <li>❖ Apply criteria to evaluate artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify uses of art within my personal environment</li> <li><input type="checkbox"/> I can interpret art by identifying subject matter and describing relevant details</li> <li><input type="checkbox"/> I can explain reasons for selecting preferred artwork</li> </ul>
<b>CONNECTING</b>	<ul style="list-style-type: none"> <li>❖ Synthesize and relate knowledge and personal experience to make art</li> <li>❖ Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can create art that tells a story about a life experience</li> <li><input type="checkbox"/> I can identify a purpose of an artwork</li> </ul>

# Grade 1 Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Organize and develop artistic ideas</li> <li>❖ Refine and complete artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can collaboratively engage in exploration and imaginative play with materials</li> <li><input type="checkbox"/> I can explore uses of materials and tools to create works of art or design.</li> <li><input type="checkbox"/> I can use art vocabulary to describe choices while creating art.</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Analyze, interpret and select artistic work for presentation</li> <li>❖ Develop and refine artistic work for presentation</li> <li>❖ Convey meaning through the presentation of artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain why some objects, artifacts and artwork are valued over others.</li> <li><input type="checkbox"/> I can ask and answer questions: where, when and why and how art is presented and preserved</li> <li><input type="checkbox"/> I can explain how to visit art museums</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Perceive and analyze artistic work</li> <li>❖ Interpret intent and meaning in artistic work</li> <li>❖ Apply criteria to evaluate artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify times, places and reasons by which students make art outside of school.</li> <li><input type="checkbox"/> I demonstrate. Understanding that people from different places and times have made art for a variety of reasons.</li> <li><input type="checkbox"/> I can classify artwork based on different reasons for preferences.</li> </ul>
<b>CONNECTING</b>	<ul style="list-style-type: none"> <li>❖ Synthesize and relate knowledge and personal experience to make art</li> <li>❖ Relate artistic ideas and work with societal cultural, and historical context to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can make art about my life and others</li> <li><input type="checkbox"/> I understand that people from different places and time make art for many reasons</li> </ul>

# Grade 2 Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Organize and develop artistic ideas</li> <li>❖ Refine and complete artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can brainstorm collaboratively multiple approaches to an art or design problem</li> <li><input type="checkbox"/> I can experiment with various materials and tools to explore personal interests in a. Work of art or design.</li> <li><input type="checkbox"/> I can discuss and reflect with peers about choices made in creating artwork.</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Analyze, interpret and select artistic work for presentation</li> <li>❖ Develop and refine artistic work for presentation</li> <li>❖ Convey meaning through the presentation of artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can select art for display based on theme</li> <li><input type="checkbox"/> I can express how school art and community art contribute</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Perceive and analyze artistic work</li> <li>❖ Interpret intent and meaning in artistic work</li> <li>❖ Apply criteria to evaluate artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use art vocabulary to express my ideas about art</li> </ul>
<b>CONNECTING</b>	<ul style="list-style-type: none"> <li>❖ Synthesize and relate knowledge and personal experience to make art</li> <li>❖ Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can create works of art about home and school or community</li> <li><input type="checkbox"/> I can compare art from different times and places</li> </ul>

# Grade 3 Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Elaborate on an imaginative idea</li> <li>❖ Organize and develop artistic ideas</li> <li>❖ Create a personally satisfying artwork using a variety of artistic processes and materials</li> <li>❖ refine and complete artistic work</li> <li>❖ Elaborate visual information by adding details in an artwork to enhance emerging meaning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can come up with and grow an imaginative idea</li> <li><input type="checkbox"/> I can create artwork that I am proud of using different skills and materials</li> <li><input type="checkbox"/> I can add detail to my art to better show meaning</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Analyze, interpret and select artistic work for presentation</li> <li>❖ Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork</li> <li>❖ Develop and refine artistic work for presentation</li> <li>❖ Identify exhibit space and prepare works for art including artists' statements for presentation</li> <li>❖ Convey meaning through the presentation of artistic work</li> <li>❖ Identify and explain how and where different cultures record and illustrate stories and history of life through art</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can find and talk about different places to show art. I can talk about why some places are better or worse.</li> <li><input type="checkbox"/> I can share my work and explain how I made it</li> <li><input type="checkbox"/> I can look at and talk about artwork. I can talk about how some artists show what life is like in different cultures. I can explain how some art shows what was happening during the time the artist was alive.</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Perceive and analyze artistic work</li> <li>❖ Speculate about processes an artist uses to create a work of art</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can look at and talk about how I think an artist created their work</li> <li><input type="checkbox"/> I can think about why a material was used to create a</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Interpret intent and meaning in artistic work</li> <li>❖ Interpret art by analyzing use of media to create subject matter, characteristics of form and mood</li> <li>❖ Apply criteria to evaluate artistic work</li> <li>❖ Evaluate an artwork based on given criteria</li> </ul>	<p>work of art. I can share how I think the material helped the artist show the subject and the mood.</p> <p><input type="checkbox"/> I can judge art based on guidelines.</p>
<p><b>CONNECTING</b></p>	<ul style="list-style-type: none"> <li>❖ Synthesize and relate knowledge and personal experience to make art</li> <li>❖ Relate artistic ideas and work with societal cultural, and historical context to deepen understanding</li> </ul>	<p><input type="checkbox"/> I can create art based on what I see, not what I imagine</p> <p><input type="checkbox"/> I can understand that knowing where, why and how art was created may change what I think about a piece of artwork.</p>

# Grade 4 Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Brainstorm multiple approaches to a creative art or design problem</li> <li>❖ Organize and develop artistic ideas</li> <li>❖ Explore and invent art-making techniques and approaches</li> <li>❖ Refine and complete artistic work</li> <li>❖ Revise artwork in progress on the basis of insights gained through discussion</li> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can come up with many ideas to help solve a creative problem</li> <li><input type="checkbox"/> I can explore and create ways to make art. I can safely use and take care of tools and materials</li> <li><input type="checkbox"/> I can improve my work based on feedback</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Analyze, interpret and select artistic work for presentation</li> <li>❖ Analyze how past, present and emerging technologies have impacted the preservation of artwork</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can think about how new and old technology affect the ways we save and show artwork.</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Perceive and analyze artistic work</li> <li>❖ Compare responses to a work of art before and after working in a similar media</li> <li>❖ Create works of art that reflect community cultural traditions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can compare my responses to artwork before and after making art in a similar way.</li> <li><input type="checkbox"/> I can create art based on the cultural traditions in a community.</li> </ul>
<b>CONNECTING</b>	<ul style="list-style-type: none"> <li>❖ Apply criteria to evaluate artistic work</li> <li>❖ Apply one set of criteria to evaluate more than one work of art</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use criteria to compare and contrast works of art</li> </ul>



# Grade 5 Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Combine ideas to generate an innovative idea for artmaking</li> <li>❖ Organize and develop artistic ideas</li> <li>❖ Experiment and develop skills in multiple art making techniques and approaches through practice</li> <li>❖ Demonstrate quality craftsmanship through care for and the use of materials, tools and equipment</li> <li>❖ Refine and complete artistic work</li> <li>❖ Create artist statements using art vocabulary to describe personal choices in artmaking</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to others, make suggestions and be open minded</li> <li><input type="checkbox"/> I can practice constructive feedback and I seek to revise and improve my work. I often experiment in an effort to grow my skills</li> <li><input type="checkbox"/> I can write artist statements that share what, why and how I made my work/</li> <li><input type="checkbox"/> I can correctly use art vocabulary</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Develop and refine artistic work for presentation</li> <li>❖ Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can talk about safe ways to use materials to create and show artwork. I think about safety when I use new materials.</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Perceive and analyze artistic work</li> <li>❖ Compare one's own interpretation of a work of art with the interpretation of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can compare my feelings and ideas about a work of art with the feelings and ideas of other people</li> </ul>
<b>CONNECTING</b>	<ul style="list-style-type: none"> <li>❖ Interpret intent and meaning in artistic work</li> <li>❖ Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell others how art shapes the beliefs, values, behaviors and choices of people and groups.</li> </ul>

# Grade 6 Visual Art Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>CREATING</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Combine concepts collaboratively to generate innovative ideas for creating art</li> <li>❖ Organize and develop artistic ideas</li> <li>❖ Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design</li> <li>❖ Demonstrate quality craftsmanship through care for and the use of materials, tools and equipment</li> <li>❖ Refine and complete artistic work</li> <li>❖ Create artist statements using art vocabulary to describe personal choices in artmaking</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can work with others to combine and create new ways of making art.</li> <li><input type="checkbox"/> I can show willingness toward trying new ideas, materials and methods in creating art.</li> <li><input type="checkbox"/> I self assess my work to be sure my meaning is clear.</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>❖ Develop and refine artistic work for presentation</li> <li>❖ Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write about and talk about my plan to show artworks.</li> </ul>
<b>RESPONDING</b>	<ul style="list-style-type: none"> <li>❖ Perceive and analyze artistic work</li> <li>❖ Compare one's own interpretation of a work of art with the interpretation of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write about people, culture, values and art.</li> </ul>
<b>CONNECTING</b>	<ul style="list-style-type: none"> <li>❖ Interpret intent and meaning in artistic work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can discuss changing times, cultures, resources and</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society</li> </ul>	traditions.
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## Grade 7 Visual Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Creating</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and works</li> <li>❖ Apply methods to overcome creative blocks</li> <li>❖ Organize and develop artistic ideas and work</li> <li>❖ Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design</li> <li>❖ Apply visual organizational strategies to design and produce a work of art, design or media that clearly communicates information or ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can experiment and find ways to overcome creative blocks and manage frustration.</li> <li><input type="checkbox"/> I can show persistence when growing skills and techniques. I can organize my work to communicate information or ideas.</li> <li><input type="checkbox"/> I can show persistence when growing skills and techniques. I can organize my work to communicate information or ideas.</li> </ul>
<b>Presenting</b>	<ul style="list-style-type: none"> <li>❖ Refine and complete Work</li> <li>❖ Reflect on and explain important information about personal artwork in an artist statement or another format.</li> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can think about and explain my artwork including my choices, process and materials. I can talk about and write about my work.</li> </ul>

<p><b>Responding</b></p>	<ul style="list-style-type: none"> <li>❖ Analyze, Interpret and select artistic work for presentation</li> <li>❖ Compare and contrast how technologies have changed the way artwork is preserved, presented and experienced.</li> <li>❖ perceive and analyze artistic work</li> <li>❖ Analyze multiple ways that images influence specific audiences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use evidence to discuss and debate about how technology has impacted art making, art viewing and saving art for the future.</li> <li><input type="checkbox"/> I can use evidence to talk about and write about how images influence audiences.</li> </ul>
<p><b>Connecting</b></p>	<ul style="list-style-type: none"> <li>❖ interpret intent and meaning in artistic work</li> <li>❖ Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use evidence to talk about and write about how a person's reaction to an artwork can change based on understanding the context in which it was created.</li> </ul>

# Grade 8 Visual Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Creating</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and works</li> <li>❖ Document early stages of the creative process visually and/or verbally in traditional or new media.</li> <li>❖ Organize and develop artistic ideas and work</li> <li>❖ Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of artmaking and design.</li> <li>❖ Refine and Complete Work</li> <li>❖ Reflect on and explain important information about personal artwork in an artist statement or another format.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can show my work in a rough draft plan, practice, description, video or photograph.</li> <li><input type="checkbox"/> I can show willingness to experiment when trying new ways of working and understanding as I can create and design.</li> <li><input type="checkbox"/> I can share and explain how and why I created my artwork. I can write about and talk about my work.</li> </ul>
<b>Presenting</b>	<ul style="list-style-type: none"> <li>❖ Analyze, Interpret and select artistic work for presentation</li> <li>❖ Develop and apply criteria for evaluating a collection of artwork for presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can create and apply requirements for judging a collection of art for presentation.</li> </ul>
<b>Responding</b>	<ul style="list-style-type: none"> <li>❖ perceive and analyze artistic work</li> <li>❖ Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain how culture and environment impact an artist's choices and finished product.</li> </ul>
<b>Connecting</b>	<ul style="list-style-type: none"> <li>❖ Make art collaboratively to reflect on and reinforce positive aspects of group identity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can make art with others to show and encourage positive parts of a group identity.</li> </ul>

# Grades 9-12 Visual Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Creating</b>	<ul style="list-style-type: none"> <li>❖ Generate and conceptualize artistic ideas and work</li> <li>❖ Organize and develop artistic ideas and work</li> <li>❖ Use multiple approaches to begin creative endeavors</li> <li>❖ Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.(1) Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge of a chosen art form.(2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can independently and creatively use more than one method to research or plan an artwork</li> <li><input type="checkbox"/> (1) I can work with a team to make a plan for an artwork that changes how people see or use a specific space. (2) I can create artworks that demonstrate practice, knowledge and skill development in a selected media.</li> </ul>
<b>Presenting</b>	<ul style="list-style-type: none"> <li>❖ Refine and complete artistic work</li> <li>❖ select analyze and interpret artistic work for presentation</li> <li>❖ Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress(1)</li> <li>❖ Engage in constructive critique with peers, and reflect and refine works of art based on a personal artistic vision.(2)</li> <li>❖ Analyze, select and curate artifacts and/or artworks for presentation and preservation(1) a collection or portfolio presentation(2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to independently apply criteria to review and edit an in-progress artwork</li> <li><input type="checkbox"/> I can critique, select, organize and present artwork.</li> </ul>
<b>Responding</b>	<ul style="list-style-type: none"> <li>❖ Interpret intent and meaning in artistic work</li> <li>❖ Interpret an artwork or collection of</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the content and meaning of the artwork. I include accurate evidence or examples from the artwork to support my response.</li> </ul>

	<p>works, support by relevant and sufficient evidence found in the work and its various contexts(1) Identify types of contextual information useful in the process of constructing interpretations of artwork(2)</p>	
<p><b>Connecting</b></p>	<ul style="list-style-type: none"> <li>❖ Interpret intent and meaning in artistic work</li> <li>❖ Describe how knowledge of culture, traditions, and history may influence personal responses to art.(1) Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.(2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe how my personal experiences and knowledge can influence my response to art.</li> </ul>