

# Visual Arts Curriculum Map



maeia-artsednetwork.org/educator

YEAR MODEL:

National Core Arts Standards: <https://www.nationalartsstandards.org/>

MONTH	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
SEPT	Connecting to Art	Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 8: Interpret intent and meaning in artistic work	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.  Visual imagery influences understanding of and responses to the world.  People gain insights into meanings of artworks by engaging in the process of art criticism.	Students will create a learning artifact(s) that interprets the intent and meaning of artistic works.	Students will create a learning artifact(s) that interprets the intent and meaning of artistic works.	Students will present their findings to their learning community.	self-awareness social-awareness	<a href="#">V.E209</a> <a href="#">"The Who, the When, and the Where" in Artworks</a>	<a href="#">V.E332</a> <a href="#">Analyze and Describe</a>  <a href="#">V.E233</a> <a href="#">From Landscapes to Land Art: A Docent's Guide to the Portrayal of Nature in Art</a>  <a href="#">V.E310</a> <a href="#">Monuments</a>  <a href="#">V.E347</a> <a href="#">Take a Superhero to Lunch</a>	<a href="#">V.T413</a> <a href="#">Analyze and Describe Artwork</a>  <a href="#">V.T418</a> <a href="#">Artist Research and Artwork</a>  <a href="#">V.E441</a> <a href="#">Interpreting Intent</a>  <a href="#">V.E414</a> <a href="#">Observing and Responding to North American Art</a>  <a href="#">V.T313</a> <a href="#">Public Sculpture Design</a>
OCT	Elements and Principle of Design	Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 3: Refine and complete artistic work.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of the elements and principles of design.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of the elements and principles of design	Students will present their findings to their learning community.	self-awareness self-management	<a href="#">V.T234</a> <a href="#">From Food Pyramid to Still Life</a> <a href="#">V.T105</a> <a href="#">Identify Shapes in Your Environment</a> <a href="#">V.T206</a> <a href="#">Painting a Feeling Using Geometric Shapes and a Color Scheme</a> <a href="#">V.E102</a> <a href="#">Robots in Geometric Shapes and Primary Colors</a>  <a href="#">V.E104</a>	<a href="#">V.T304</a> <a href="#">Applying Principles of Design to Paper Cutouts</a>  <a href="#">V.T202</a> <a href="#">Create a Landscape Collage Using Elements of Art</a>  <a href="#">V.E302</a> <a href="#">Creative Problem Solving with Shapes</a>  <a href="#">V.E306</a> <a href="#">Elements of Design Cube</a>  <a href="#">V.E307</a>	<a href="#">V.T409</a> <a href="#">3-D Wire Sculpture</a>  <a href="#">V.E411</a> <a href="#">Character Drawings</a>  <a href="#">V.T402</a> <a href="#">Color Theory and Design</a>

MONTH	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
								<a href="#">What's Your Favorite Food?</a>	<a href="#">Kinetic Sculpture Design V.E341</a> <a href="#">Pop Art Principles and Elements</a>	
NOV	Media/ Skill Development./ Safety	Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 3: Refine and complete artistic work.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches  Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of artistic media and the safe use of materials.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of artistic media and the safe use of materials.	Students will present their findings to their learning community.	self-management responsible decision-making	<a href="#">V.E101 Expressing Music through Art</a>  <a href="#">V.E108 Loud Colors/Loud Sounds—Soft Colors/Soft Sounds</a>  <a href="#">V.E204 Tool Safety Creatures</a>	<a href="#">V.T307 Art Material or Tool Informational Poster</a>  <a href="#">V.E304 The Exquisite Corpse Game</a>	<a href="#">V.T407 Collaborative Compositions</a>  <a href="#">V.E420 Kiln Loading Test</a>  <a href="#">V.E439 Photographing 2-D &amp; 3-D Art</a>  <a href="#">V.E405 Safety Poster</a>
DEC	Creative Process	Anchor Standards: 1,2,3, 9	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.  People evaluate art based on various criteria.	Shape an Artistic Investigation using the creative process. The students will learn the steps of the interactive cycle of the artmaking known as the creative process. Students will use the creative process to shape an artistic investigation.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>  *may be adapted to any grade level	Present artwork to your learning community and/ or publically.  9-12 Assessment for Present: <a href="#">V.E437 Write an Artist Statement</a>  *may be adapted to any grade level	social awareness self-management	<a href="#">V.T104 Clay Expression Slabs</a>  <a href="#">V.T103 Create a Personal Emoticon with a Simplified Self-Portrait</a>		<a href="#">V.T412 Body Tape Casting</a>

MONTH	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
JAN	Creative Process: Emphasis on Inquiry/Ideation	Anchor Standard 1: Generate and conceptualize artistic ideas and work  Anchor Standard 2: Organize and develop artistic ideas and work.	Creativity and innovative thinking are essential life skills that can be developed  Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches	Shape an Artistic Investigation using the creative process. The artist s will actively and intentionally engage in the ideation process exploring and developing multiple ideas for their work of art.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>  *may be adapted to any grade level	Present artwork to your learning community and/ or publically.  9-12 Assessment for Present: <a href="#">V.E437 Write an Artist Statement</a>  *may be adapted to any grade level	self-awareness social awareness	<a href="#">V.E243 Original Symbol of Peaceful Environments</a>  <a href="#">V.T107 Recording a New Animal</a>	<a href="#">V.E305 Exploring Media through Multiples</a>  <a href="#">V.T301 Exploring the Principles through Multiples</a>  <a href="#">V.T303 Realistic and Abstract Works of Art</a>	<a href="#">V.T401 Creating Multiple Clay Sculptures in a Series</a>  <a href="#">V.T419 Plan for Place</a>
FEB	Creative Process: Emphasis on Revision	Anchor Standard 3: Refine and complete artistic work.	Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	Shape an Artistic Investigation using the creative process. The artist should actively and intentionally engage in the process of revision and refinement of their concept in the development process.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>  *may be adapted to any grade level	Present artwork to your learning community or publically	social awareness responsible decision-making		<a href="#">V.E333 Reflect on and Refine Your Work</a>  <a href="#">V.T203 Creating Digitally Altered Background Images</a>	<a href="#">V.E410 Mid-Process Self-Evaluation</a>  <a href="#">V.T417 Create and Fly a Kite</a>
MARCH	Creative Process: Emphasis Communicating an Idea	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	Shape an Artistic Investigation using the creative process that reflects the artist's personal narrative and experiences.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414</a>	Present artwork to your learning community and/ or publically.  9-12 Assessment for Present: <a href="#">V.E437 Write an Artist</a>	social awareness self-awareness	<a href="#">V.T101 All about Me—Self-Portrait</a>  <a href="#">V.E105 Create a Tree Collage</a>  <a href="#">V.E106 Drawing Your Favorite Weekend Activity</a>	<a href="#">V.E334 Trash to Treasure</a>	<a href="#">V.E404 Communicating an Idea</a>  <a href="#">V.E408 Self-Portrait as Food Sculpture Design</a>

MONTH	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
					<a href="#">Self-Critique at Artwork Completion</a> *may be adapted to any grade level	<a href="#">Statement</a> *may be adapted to any grade level		<a href="#">V.T102 Food Collage</a> <a href="#">V.E206 Personal Interests Web Banner</a> <a href="#">V.T205 Scanograms</a> <a href="#">V.E207 Using Memories in Your Artwork</a>		
APRIL	Creative Process: Emphasis Communication and Connection	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Shape an Artistic Investigation using the creative process that explores the relationship of artistic ideas and works with societal, cultural, and historical contexts.	Critique your own art. 9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a> <a href="#">V.T414 Self-Critique at Artwork Completion</a> *may be adapted to any grade level	Present artwork to your learning community and/ or publically. 9-12 Assessment for Present: <a href="#">V.E437 Write an Artist Statement</a> *may be adapted to any grade level	relationship skills social-awareness	<a href="#">V.E203 Designing Your Own App Symbol</a> <a href="#">V.E232 Food for Thought</a>	<a href="#">V.E340 Celebrate! Creating Art to Honor People and Events</a> <a href="#">V.T302 Inventive Insects</a> <a href="#">V.T310 Social Issue Digital Image</a>	<a href="#">V.T415 Create Art in Response to American Art</a> <a href="#">V.T403 Expressive Landscape Collage Inspired by Romare Bearden</a> <a href="#">V.T406 Extreme Self-Portraits</a> <a href="#">V.T405 Self-Publication (Zine)</a> <a href="#">V.E409 Social/Global Issues Collage (Banksy Inspired)</a>
MAY	Creative Process: Emphasis The Impact of Art on Everyday Life	Anchor Standard 2: Organize and develop artistic ideas and work.	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives	Shape an Artistic Investigation using the creative process that explores the impact of art on our lives.	Critique your own art. 9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a> <a href="#">V.T414</a>	Present artwork to your learning community and/ or publically. 9-12 Assessment for Present: <a href="#">V.E437 Write an Artist</a>	relationship skills social awareness	<a href="#">V.T201 My Cool Place—Using Architectural Design to Express Your Personality</a> <a href="#">V.T209 Redesign—Make it Bad, Then Make it</a>	<a href="#">V.T312 Cross-Curricular Connections</a> <a href="#">V.T306 Design a Chair</a> <a href="#">V.T311 Improving the School</a>	<a href="#">V.T408 Artist Pop Can Label and Collaborative Ad Campaign</a> <a href="#">V.E417 Arts Careers</a> <a href="#">V.E418</a>

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					<a href="#">Self-Critique at Artwork Completion</a> *may be adapted to any grade level	<a href="#">Statement</a> *may be adapted to any grade level		<a href="#">Better</a> <a href="#">V.T210 Restaurant Logo Design</a>	<a href="#">through Sign Design</a> <a href="#">V.E301 Innovative Solutions to Everyday Problems</a> <a href="#">V.T341 The Art of Advertising</a>	<a href="#">Design a House on 45-Degree-Angle Hill</a> <a href="#">.E413 Dream House Design</a> <a href="#">V.T404 Logo Design for a Team or Club</a> <a href="#">V.T420 Public Service Announcement</a> <a href="#">V.E416 Simple Machine Design</a> <a href="#">V.T410 Utopia Design</a>
JUNE	Curation of Art	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation  Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it  Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and				self-awareness social awareness	<a href="#">V.T204 My Best Artwork: Selecting, Evaluating, and Preparing Artwork</a> <a href="#">V.T106 Reflect, Revise, Revue—Preparing Your Best Work for Exhibit</a> <a href="#">V.E205 Self-Portraits: From Creation to Exhibition and Evaluation</a>	<a href="#">V.T305 Review Your Portfolio</a> <a href="#">VT330 Team Exhibiting</a>	<a href="#">.T435 Curate a Design Exhibit</a> <a href="#">V.T416 Interpreting and Applying a Theme</a> <a href="#">V.E436 Powerful Portfolios</a> <a href="#">V.E406 Review Your Portfolio</a> <a href="#">V.E438 What's the Big Idea?</a> <a href="#">V.E437 Write an Artist Statement</a>



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			understanding.							

In **educational psychology**, a **learning artifact** (or **educational artifact**) is an object created by students during the course of instruction....The creation of material **artifacts** is a technique used to allow students to display their knowledge in a public forum (usually the classroom). Source: Wikipedia

**MAEIA Assessments that support the understanding of the interactive Creative Process:**

*\*These assessments may be adapted to any grade level*

RESEARCH/IDEATION	CREATE	REVISION	RESPOND	PRESENTATION
		<a href="#">V.E333</a> Reflect on and Refine Your Work  <a href="#">V.E410</a> Mid-Process Self-Evaluation	<a href="#">V.E401</a> Critical Reflection  <a href="#">V.T414</a> Self-Critique at Artwork Completion	<a href="#">V.E437</a> Write an Artist Statement

**TRIMESTER MODEL:**

WEEK	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
1	Connecting to Art	Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 8: Interpret intent and meaning in artistic work.	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.  Visual imagery influences understanding of and responses to the world.  People gain insights into meanings of artworks by engaging in the	Students will create a learning artifact(s) that interprets the intent and meaning of artistic works.	Students will create a learning artifact(s) that interprets the intent and meaning of artistic works.	Students will present their findings to their learning community.	self awareness	<a href="#">V.E209</a> "The Who, the When, and the Where" in Artworks	<a href="#">V.E332</a> Analyze and Describe  <a href="#">V.E233</a> From Landscapes to Land Art: A Docent's Guide to the Portrayal of Nature in Art  <a href="#">V.E310</a> Monuments  <a href="#">V.E347</a>	<a href="#">V.T413</a> Analyze and Describe Artwork  <a href="#">V.T418</a> Artist Research and Artwork  <a href="#">V.E441</a> Interpreting Intent  <a href="#">V.E414</a>

WEEK	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
			process of art criticism.						<a href="#">Take a Superhero to Lunch</a>	<a href="#">Observing and Responding to North American Art</a>  <a href="#">V.T313 Public Sculpture Design</a>
2	Elements and Principle of Design	Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 3: Refine and complete artistic work.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of the elements and principles of design.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of the elements and principles of design	Students will present their findings to their learning community.	self-management relationship skills	<a href="#">V.T234 From Food Pyramid to Still Life</a>  <a href="#">V.T105 Identify Shapes in Your Environment</a>  <a href="#">V.T206 Painting a Feeling Using Geometric Shapes and a Color Scheme</a> <a href="#">V.E102 Robots in Geometric Shapes and Primary Colors</a>  <a href="#">V.E104 What's Your Favorite Food?</a>	<a href="#">V.T304 Applying Principles of Design to Paper Cutouts</a>  <a href="#">V.T202 Create a Landscape Collage Using Elements of Art</a>  <a href="#">V.E302 Creative Problem Solving with Shapes</a>  <a href="#">V.E306 Elements of Design Cube</a>  <a href="#">V.E307 Kinetic Sculpture Design</a>  <a href="#">V.E341 Pop Art Principles and Elements</a>	<a href="#">V.T409 3-D Wire Sculpture</a>  <a href="#">V.E411 Character Drawings</a>  <a href="#">V.T402 Color Theory and Design</a>
3	Media/ Skill Development./ Safety	Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 3: Refine and complete artistic work.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches  Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of artistic media and the safe use of materials.	Students will create a learning artifact(s) that demonstrate an understanding and applied use of artistic media and the safe use of materials.	Students will present their findings to their learning community.	self-management responsible decision-making	<a href="#">V.E101 Expressing Music through Art</a>  <a href="#">V.E108 Loud Colors/Loud Sounds—Soft Colors/Soft Sounds</a>  <a href="#">V.E204 Tool Safety Creatures</a>	<a href="#">V.T307 Art Material or Tool Informational Poster</a>  <a href="#">V.E304 The Exquisite Corpse Game</a>	<a href="#">V.T407 Collaborative Compositions</a>  <a href="#">V.E420 Kiln Loading Test</a>  <a href="#">V.E439 Photographing 2-D &amp; 3-D Art</a>  <a href="#">V.E405 Safety Poster</a>

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4	Creative Process: Emphasis Communicating an Idea	Anchor Standards: 1,2,3, 9  Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.  People evaluate art based on various criteria.  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	Shape an Artistic Investigation using the creative process. The students will learn the steps of the interactive cycle of the artmaking known as the creative process. Students will use the creative process to shape an artistic investigation.  Shape an Artistic Investigation using the creative process that reflects the artist's personal narrative and experiences.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>  *may be adapted to any grade level	Present artwork to your learning community and/ or publically.  9-12 Assessment for Present: <a href="#">V.E437 Write an Artist Statement</a>  *may be adapted to any grade level	self-awareness social awareness	<a href="#">V.T104 Clay Expression Slabs</a>  <a href="#">V.T103 Create a Personal Emoticon with a Simplified Self-Portrait</a>  <a href="#">V.T101 All about Me—Self-Portrait</a>  <a href="#">V.E105 Create a Tree Collage</a>  <a href="#">V.E106 Drawing Your Favorite Weekend Activity</a>  <a href="#">V.T102 Food Collage</a>  <a href="#">V.E206 Personal Interests Web Banner</a>  <a href="#">V.T205 Scanograms</a>  <a href="#">V.E207 Using Memories in Your Artwork</a>	<a href="#">V.E334 Trash to Treasure</a>	<a href="#">V.E404 Communicating an Idea</a>  <a href="#">V.E408 Self-Portrait as Food Sculpture Design</a>  <a href="#">V.T412 Body Tape Casting</a>
5	Creative Process: Emphasis on Inquiry/Ideation	Anchor Standard 1: Generate and conceptualize artistic ideas and work  Anchor Standard 2: Organize and develop artistic ideas and work.	Creativity and innovative thinking are essential life skills that can be developed  Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.  Artists and designers experiment with forms, structures, materials,	Shape an Artistic Investigation using the creative process. The artist s will actively and intentionally engage in the ideation process exploring and developing multiple ideas for their work of art.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>	Present artwork to your learning community and/ or publically.  9-12 Assessment for Present: <a href="#">V.E437 Write an Artist Statement</a>	responsible decision-making	<a href="#">V.E243 Original Symbol of Peaceful Environments</a>  <a href="#">V.T107 Recording a New Animal</a>	<a href="#">V.E305 Exploring Media through Multiples</a>  <a href="#">V.T301 Exploring the Principles through Multiples</a>  <a href="#">V.T303 Realistic and Abstract</a>	<a href="#">V.T401 Creating Multiple Clay Sculptures in a Series</a>  <a href="#">V.T419 Plan for Place</a>



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			concepts, media, and art-making approaches		- *may be adapted to any grade level	*may be adapted to any grade level			<a href="#">Works of Art</a>	
6	Creative Process: Emphasis on Revision	Anchor Standard 3: Refine and complete artistic work.	Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	Shape an Artistic Investigation using the creative process. The artist should actively and intentionally engage in the process of revision and refinement of their concept in the development process.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>  - *may be adapted to any grade level	Present artwork to your learning community or publically	self-management  social awareness		<a href="#">V.E333 Reflect on and Refine Your Work</a>  <a href="#">V.T203 Creating Digitally Altered Background Images</a>	<a href="#">V.E410 Mid-Process Self-Evaluation</a>  <a href="#">V.T417 Create and Fly a Kite</a>
7	Creative Process: Emphasis Communication and Connection	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Shape an Artistic Investigation using the creative process that explores the relationship of artistic ideas and works with societal, cultural, and historical contexts.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>  - *may be adapted to any grade level	Present artwork to your learning community and/ or publically.  9-12 Assessment for Present: <a href="#">V.E437 Write an Artist Statement</a>  *may be adapted to any grade level	social awareness self awareness	<a href="#">V.E203 Designing Your Own App Symbol</a>  <a href="#">V.E232 Food for Thought</a>	<a href="#">V.E340 Celebrate! Creating Art to Honor People and Events</a>  <a href="#">V.T302 Inventive Insects</a>  <a href="#">V.T310 Social Issue Digital Image</a>	<a href="#">V.T415 Create Art in Response to American Art</a>  <a href="#">V.T403 Expressive Landscape Collage Inspired by Romare Bearden</a>  <a href="#">V.T406 Extreme Self-Portraits</a>  <a href="#">V.T405 Self-Publication (Zine)</a>  <a href="#">V.E409 Social/Global Issues Collage (Banksy Inspired)</a>

WEEK	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
8	Creative Process: Emphasis The Impact of Art on Everyday Life	Anchor Standard 2: Organize and develop artistic ideas and work.	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives	Shape an Artistic Investigation using the creative process that explores the impact of art on our lives.	Critique your own art.  9-12 Assessments for Respond: <a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>  *may be adapted to any grade level	Present artwork to your learning community and/ or publically.  9-12 Assessment for Present: <a href="#">V.E437 Write an Artist Statement</a>  *may be adapted to any grade level	self awareness self management	<a href="#">V.T201 My Cool Place—Using Architectural Design to Express Your Personality</a>  <a href="#">V.T209 Redesign—Make it Bad, Then Make it Better</a>  <a href="#">V.T210 Restaurant Logo Design</a>	<a href="#">V.T312 Cross-Curricular Connections</a>  <a href="#">V.T306 Design a Chair</a>  <a href="#">V.T311 Improving the School through Sign Design</a>  <a href="#">V.E301 Innovative Solutions to Everyday Problems</a>  <a href="#">V.T341 The Art of Advertising</a>	<a href="#">V.T408 Artist Pop Can Label and Collaborative Ad Campaign</a>  <a href="#">V.E417 Arts Careers</a>  <a href="#">V.E418 Design a House on 45-Degree-Angle Hill</a>  <a href="#">.E413 Dream House Design</a>  <a href="#">V.T404 Logo Design for a Team or Club</a>  <a href="#">V.T420 Public Service Announcement</a>  <a href="#">V.E416 Simple Machine Design</a>  <a href="#">V.T410 Utopia Design</a>
9	Curation of Art	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.  Anchor Standard 5: Develop and refine artistic techniques and work for presentation.  Anchor Standard 6: Convey meaning through the presentation of artistic work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation  Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it  Objects, artifacts, and artworks collected, preserved, or presented				self awareness social awareness responsible decision-making	<a href="#">V.T204 My Best Artwork: Selecting, Evaluating, and Preparing Artwork</a>  <a href="#">V.T106 Reflect, Revise, Revue—Preparing Your Best Work for Exhibit</a>  <a href="#">V.E205 Self-Portraits: From Creation to Exhibition and Evaluation</a>	<a href="#">V.T305 Review Your Portfolio</a>  <a href="#">VT330 Team Exhibiting</a>	<a href="#">.T435 Curate a Design Exhibit</a>  <a href="#">V.T416 Interpreting and Applying a Theme</a>  <a href="#">V.E436 Powerful Portfolios</a>  <a href="#">V.E406 Review Your Portfolio</a>  <a href="#">V.E438 What's the Big Idea?</a>  <a href="#">V.E437</a>

WEEK	CONCEPT	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	K-5 MAEIA ASSESSMENTS	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
			either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.							<a href="#">Write an Artist Statement</a>

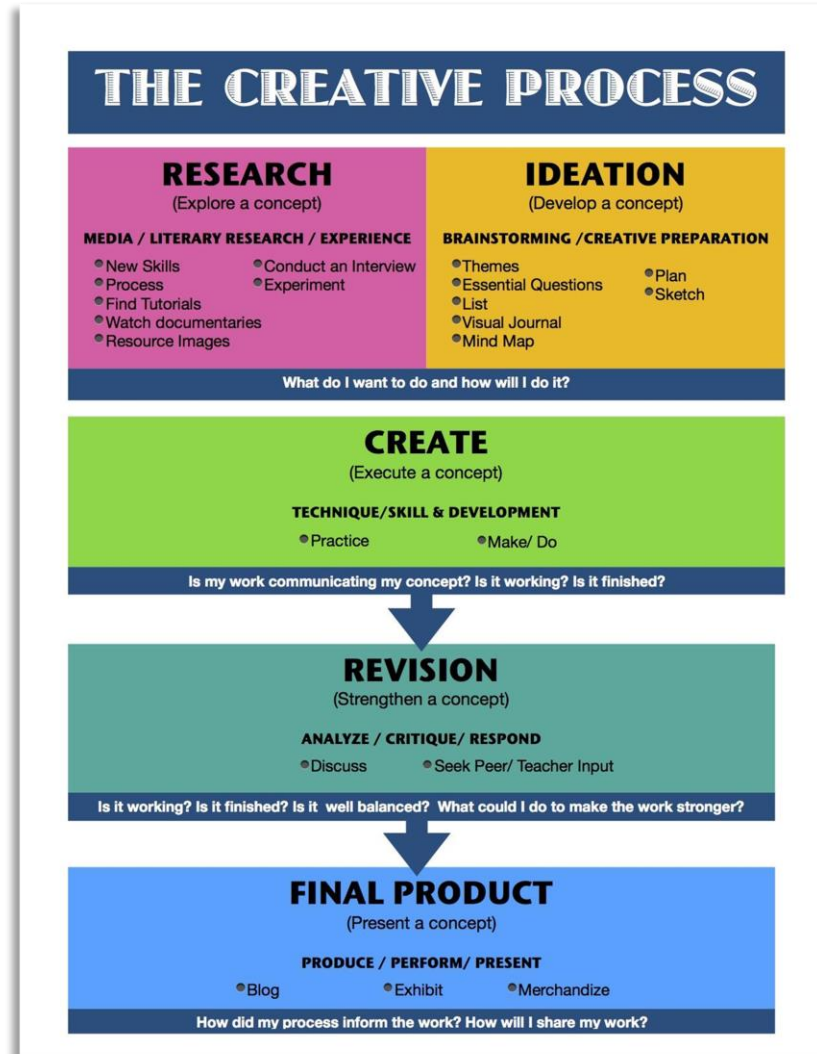
In **educational** psychology , a **learning artifact** (or **educational artifact**) is an object created by students during the course of instruction. ... The creation of material **artifacts** is a technique used to allow students to display their knowledge in a public forum (usually the classroom). Source: Wikipedia

**MAEIA Assessments that support the understanding of the interactive Creative Process:**

*\*These assessments may be adapted to any grade level*

RESEARCH/IDEATION	CREATE	REVISION	RESPOND	PRESENTATION
		<a href="#">V.E333 Reflect on and Refine Your Work</a>  <a href="#">V.E410 Mid-Process Self-Evaluation</a>	<a href="#">V.E401 Critical Reflection</a>  <a href="#">V.T414 Self-Critique at Artwork Completion</a>	<a href="#">V.E437 Write an Artist Statement</a>

## ADDITIONAL RESOURCES FOR ALL MODELS:



**SOCIAL EMOTIONAL LEARNING (SEL) RESOURCES:** <https://casel.org/core-competencies/>