

Iowa CORE

Companion

Fine Arts Alignment with Iowa Core Universal Constructs

Visual Arts ~ Grades K - 12



Suggested Guidance

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Purpose

Iowa Core Companion documents are intended to fulfill the charge from the Iowa Department of Education that the “work” of implementing the Iowa Core is the responsibility of all educators in Iowa. *Iowa Core Companion* documents provide support and resources for educators wishing to identify connections to the Iowa Core. The information provided in the companion documents is not required of all schools or districts.

The Fine Arts Alignment with the Iowa Core Universal Constructs was written to illustrate how fine arts teachers can align their instruction to the universal constructs from the Iowa Core. By showing connections between the universal constructs and fine arts, the writing team was working toward the goal of demonstrating how the fine arts support the implementation of the Iowa Core. Fine arts are particularly well-suited in supporting students in developing the universal constructs important for success in the 21st Century.

Understanding and Using this Document

This document outlines the fine arts alignment with the Iowa Core and was developed to provide guidance with the Universal Constructs: Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility and Adaptability, and Productivity and Accountability. As school districts continue their work on implementation of the Iowa Core, this document makes apparent the important role that fine arts curriculum plays in student development of the universal constructs.

The emphasis here is not on telling teachers what to teach; it is more on HOW they teach it. An important point in this discussion continues to be that the Iowa Core is not a “curriculum,” but rather a set of standards and expectations for students. This framework enables fine arts educators to see their role in implementing the Iowa Core and ultimately in supporting students to develop 21st Century skills.

The following questions might be a place to start:

1. What do you want your students to know?
2. How are you going to know if they have learned/are learning the information?
3. What are you going to do if the students are not learning?
4. What are you going to do with the students who already know what is being taught?

These questions lead to discussions about content, assessment, and the characteristics of effective instruction. It also helps the teachers define exactly what they should be teaching and how instruction can be differentiated to satisfy the needs of all students in your classroom.

Document Development Process

In November 2008, there was a meeting with the Iowa Department of Education (IDOE), the Iowa Alliance for Arts Education (IAAE), and the presidents of the IAAE membership organizations. Maggie Parks attended as the then president of Art Educators of Iowa (AEI). The meeting focused on the need for inclusion of the fine arts in the Iowa Core Curriculum and how the IDOE envisioned this possibility.

Our next meeting took place in September 2009. At this time, we were given direction that the president of each association should form a writing team. Within a couple of weeks, the AEI writing team was assembled.

In October 2009 these teams attended an ICN meeting lead by Rosanne Malek, Fine Arts consultant at the Department of Education. Malek charged each organization with addressing the Universal Constructs (Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility/Adaptability, and Productivity/Accountability) as they specifically related to our discipline in a format of our own design with the understanding that we would attempt to come together in a single format at the end of the process.

The writing process led the AEI writing team to realize the importance of creating a document organization that would be familiar and helpful to art teachers in providing quality instruction and in communicating how the essential skills of the Iowa Core are taught.

In April 2010 Malek hosted a meeting at the IDE with representatives from each of the fine arts organization's writing teams. During this meeting, it became apparent that each organization approached the task differently and that developing a format that would work for all the arts disciplines would prove difficult. For example, drawing from the work of Scott Shuler's "Three Artistic Processes" from the SCASS Arts Assessment, the theater and speech team had developed six skills as "artistic literacy" and proposed these as a framework all arts disciplines employ. While their work was exceptional for their field, it did not appear a natural fit for the visual arts. But the work of the theater and speech team resonated with the AEI team and led us to search for our own model of artistic literacy.

A team member shared an evolved version of Scott Shuler's work which actually resulted in moving from three processes to two — creating and responding. This seemed a better fit, indicative of the continual interplay between cognition and skill representative of creation experiences, and the AEI team adopted it as a foundation to guide our work.

In October 2010, Malek held an ICN session for the leaders of the different fine arts writing teams. She asked that each content area team develop an idea of how the Universal Constructs for the Fine Arts should be organized and presented to be inclusive of all arts disciplines.

Later that same month while tackling this task, the AEI team reviewed both state and national resources to inform our efforts. First, we analyzed the structure of the Iowa Core areas of Literacy, Mathematics, Science, and Social Studies to ensure that important skills and concepts in Visual Arts were parallel. We concluded a like-structure would require a statement for Arts Literacy that would include the concepts and skills for Artistic Literacy. Secondly, our team examined the *21st Century Skills Map for the Fine Arts* from the Partnership for 21st Century Skills. The AEI team quickly saw this document's applicability and parallel to Iowa's task. These resources became the foundational understandings for our work.

The AEI team continued to meet over the next months to determine a common set of Visual Arts expectations based on the following National Standards that could be used across all grade levels.

1. Students will understand, select and apply media, techniques and processes.
2. Students will understand and apply elements and principles of design and other art structures.
3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.
4. Students will understand the visual arts in relation to history and cultures.
5. Students will reflect upon and assess the characteristics and merits of their own and other's work.
6. Students will make connections between the visual arts, other disciplines and daily life.

The Fine Arts Alignment to the Universal Constructs was completed in November 2011 and the accompanying guidance document, Visual Arts Exemplars of Intentional Instruction of the Universal Constructs, was completed in June of 2012. This addition was designed to illustrate exemplary elementary, middle school and high school standards-based lessons within each of the six Iowa constructs. Companion lessons with assessments and appropriate research documents and resources were also written and compiled and housed in the AEI Visual Arts in the Iowa Core website to support educators in effective implementation.

The Art Educators of Iowa (AEI) writing team created this resource to aid educators in understanding and implementing the state's Universal Constructs. Like 21st Century Skills, the Universal Constructs are integral to the teaching of Core content, and integration with integrity can result in learning that is authentic and rigorous. The Visual Arts are the perfect venue for the development of these skills and processes. AEI developed this resource over a five-year period of research and writing, with reviews by the Iowa Department of Education. The researchers and authors are a dedicated group of Iowa art educators who volunteered for this task.

Additional thanks to Joel Franken, Tammy Hoppe, Becky Kobos, Hannah Ludwick, Wendy Miller, Kassi Nelson, and Rachel Williams for their assistance and contributions in the initial phase of the writing process. Their efforts assisted in building the foundation from which this writing project could radiate.

Resources

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- Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Harrisonburg, VA: R.R. Donnelly & Sons.
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Foundational Understandings

Artistic Literacy

Three tenets exist within this domain – creating, presenting, and responding. Combined, these cultivate wisdom, innovative thinking and intrinsic values; processes not easily quantified, but vital to lifelong learning in an increasingly technological, commercial and global society.

“Artistic Literacy (is) the ability to encode and decode (“read” and “write”) aesthetic wisdom that is expressed and received in symbolic and metaphoric forms.”¹

“Artistic Literacy supports “artistic modes of thinking” by teaching students “how to make good judgments about qualitative relationships,” that “problems can have more than one solution,” and that “complex forms of problem solving are seldom fixed, but change with circumstance and opportunity.”²

Artistic Literacy affords the opportunity to develop personal value systems within our 21st Century world through the discernment of historical and cultural information to foster growth in making informed decisions in order to live and work well with others.

¹ Wisdom Lost: Artistic Literacy as a 21st-Century Skill” by Charles E. Combs (2009)

² *The Arts and the Creation of Mind*. by Eisner, E. W. (2002).

(Artistic Literacy) ¹	
CREATE	Students will imagine, experiment, research, research, plan, produce, evaluate and refine to create original artworks that express concepts, ideas, and feelings within the Arts disciplines.
PRESENT	Students will select, analyze, interpret, evaluate, and share diverse artworks within the Arts disciplines.
RESPOND	Students will select, experience, describe, analyze, interpret and evaluate to respond with understanding to diverse art works and performances within the Arts disciplines.

¹Adapted from “Three Artistic Processes” by Scott Shuler. National Arts Assessment Training Institute, SCASS Arts Education Assessment Consortium (1997).

Visual Arts Curriculum

A comprehensive art curriculum will actively engage students in their own learning to develop concepts and skills through sensory awareness, aesthetic discrimination and authentic production tasks.

“Individuals who participate in an effective visual arts program develop visual thinking abilities and analytic and expressive abilities that result in a high level of functioning in academic areas such as mathematics, sciences, social sciences, and language arts. (Visual Art instruction) serves as an excellent model for approaches to creative problem-solving that mark the educated person.”¹

¹ Iowa Department of Education. (1995). *Creating Curriculum: A Framework for Visual Art*. Iowa Department of Education: Des Moines, IA.

Universal Constructs: Essential for 21st Century Success

The universal constructs were identified following an analysis of the competencies and habits of mind needed for future successes in careers, college and citizenry. A team of educators and business representatives conducted a literature review of multiple sources including the P21 Framework for 21st Century Learning, the Definition and Selection of Key Competencies by NCREL/Metiri Group, Cross Disciplinary Proficiencies in the American Diploma Project by Achieve, Global Achievement Gap by Tony Wagner, Born Digital by Palfrey and Gasser, and Describing the Habits of Mind by Arthur Costa. The universal constructs apply all aspects of an individual's life and across all curricular areas.

The next step in the process was to expand the construct definitions in order to examine their complexity and identify the embedded concepts. Given the elaborated definitions and supporting instructional and professional development materials, teachers will be able to integrate the constructs into content and instructional practice, using a new, 21st century lens.

Critical Thinking

Critical thinking is the ability to access and analyze key information to develop solutions to complex problems that may have no clear answer. It incorporates reflective and visionary processes. Critical thinking utilizes abstractions and non-rules based strategies to guide decisions, behaviors and actions. Twenty-first century critical thinking reflects:

- thoughtful questioning that challenges assumptions, promotes higher order thinking, leads to new insights, and validates perceptions
- metacognition that supports reflective practice
- processes that analyze, select, use, and evaluate various approaches to develop solutions
- frame critical issues to develop innovative responses
- analysis and synthesis of multiple sources and points of information
- intentional use of disciplinary frameworks to analyze complex issues and information
- suspension of judgment while collecting evidence to make determinations

Complex Communication

Complex communication is based on the successful sharing of information through multiple means, including visual, digital, verbal, and nonverbal interactions. The message is purposeful, clear and concise leading to an accurate exchange of information and ideas. Twenty-first century complex communication reflects:

- negotiation processes that generate mutually satisfactory solutions
- managing and resolving conflicts
- interacting effectively with people of different cultures
- selection and integration of various communication processes
- integration of appropriate forms of information communication technology
- understanding the interactions among modes of communication
- meaningful and engaging interactions
- focus, energy and passion around the key message
- navigation through nuances of effective communication

Creativity

Creativity incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works, or techniques. Creativity is nurtured, advanced, and modeled through numerous approaches, including inquiry-based learning, abstract thinking, and student-focused learning. Twenty-first century creativity reflects:

- a disciplined process that includes skill, knowledge, imagination, inspiration and evaluation
- capturing or collecting new ideas for current or future use
- combination of seemingly unrelated ideas into something new
- respectful exchange of ideas
- engagement in formal and informal learning experiences
- divergent thinking
- entrepreneurial thinking that encourages unique thoughts and applications
- a comfort level with open-ended challenges that reflect multiple approaches and results
- reconfiguration of current thought within a new context
- pattern recognition across disciplines resulting in an innovative outcome

Collaboration

Collaboration is working among and across personal and global networks to achieve common goals. It requires cultural competence and personal and civic responsibility in all environments. Collaboration also requires open and flexible approaches to leadership. Twenty-first century collaboration reflects:

- non-hierarchical leadership based on individual skill sets
- respect for a complex process that requires individuals to contribute and participate in meaningful interactions
- the belief that group synergy enhances productivity
- understanding and application of effective group processes to solve problems
- productive group interactions
- respectful disagreement

Flexibility and Adaptability

Flexibility and adaptability include responding and adjusting to situational needs, and changing to meet the challenges of new roles, paradigms and environments. Flexibility and adaptability include the thoughtful balance between an individual's core beliefs and appropriate reaction to change. These dispositions are nurtured through life-long learning and continuous improvement. Twenty-first century flexibility and adaptability reflect:

- engagement in innovation and creativity
- intellectual agility
- embracing change
- expecting and accepting the emotions inherent in change while supporting those involved
- respect for unique qualities of others and self
- purposeful and thoughtful response to disruptions
- acknowledging and responding to dissonance in productive ways
- reflecting on positive and negative outcomes of risk-taking
- proactive and reactive approaches to change
- acknowledging ambiguity inherent in a changing environment

Productivity and Accountability

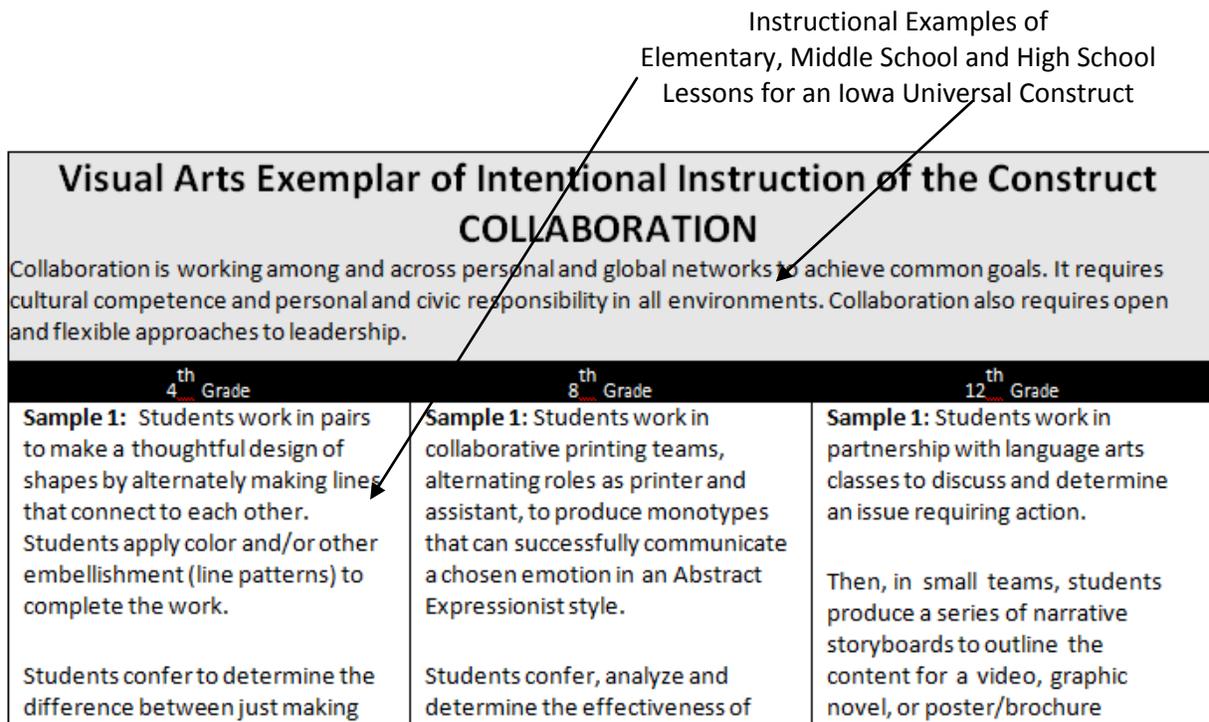
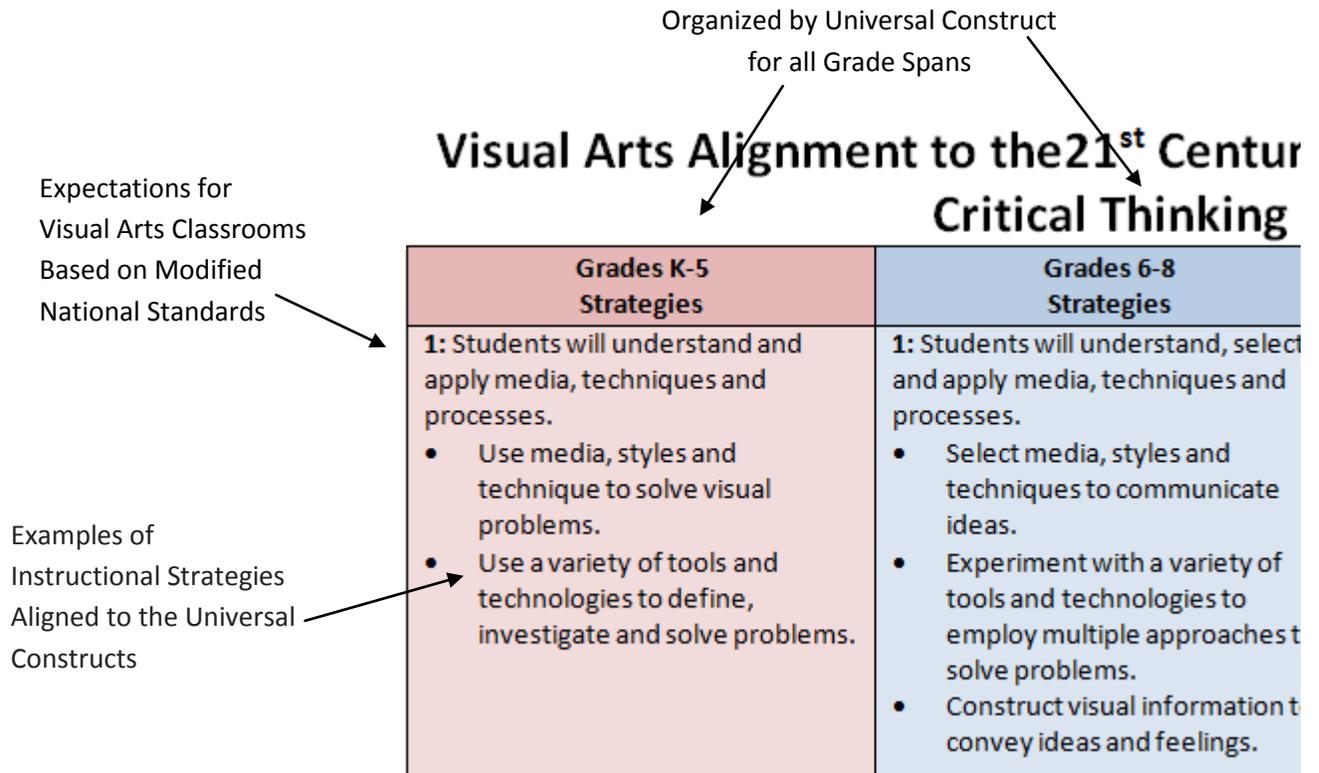
Productivity is prioritizing, planning, and applying knowledge and skills to make decisions that create quality results in an ever-changing environment. Individuals and teams demonstrate initiative, self-direction, and personal responsibility to add value to the world around them. Individuals demonstrate accountability through efficient time management, appropriate resource allocation, personal integrity, and self-monitoring to meet the demands of productivity. Individuals and teams recognize the interconnectedness of their actions at all levels. Twenty-first century productivity and accountability reflect:

- ability to acquire new learning on one's own
- application of appropriate processes and tools to facilitate task completion
- self-sufficiency as required in a complex environment
- identification of available opportunities
- motivation and commitment to achieve
- assuming leadership roles
- building on prior learning and experience to apply knowledge and skills in a variety of contexts
- self-confidence and self-respect

Key References

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How to Read This Document



Visual Arts Alignment with the 21st Century Universal Constructs

Strategies Organized by K-5 Grade Band

1: Students will understand and apply media, techniques and processes. <i>(Critical Thinking, Creativity, Flexibility / Adaptability, Productivity / Accountability)</i>
Use media, styles and technique to solve visual problems.
Use a variety of tools and technologies to define, investigate and solve problems.
2: Students will understand and apply elements and principles of design and other art structures. <i>(Critical Thinking, Creativity, Flexibility / Adaptability, Productivity / Accountability)</i>
Understand and apply the elements and principles of design within their artwork.
Apply a variety of approaches and processes to encourage unique thoughts and application in art making.
Compare and contrast art elements in various works of art.
3: Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas. <i>(Critical Thinking, Complex Communication, Creativity, Flexibility / Adaptability, Productivity / Accountability)</i>
Develop ideas by understanding artists, styles and cultures.
Use original ideas to create authentic art to reflect personal interests.
4: Students will understand the visual arts in relation to history and cultures. <i>(Creativity, Complex Communication, Collaboration, Productivity / Accountability)</i>
Listen, question, and apply information when studying works of art.
Investigate artists and diverse cultures throughout history to develop new ideas.
Compare and contrast the strengths and traits of diverse cultures as related to self.
5: Students will reflect upon and assess the characteristics and merits of their own and other's work. <i>(Critical Thinking, Complex Communication, Collaboration, Flexibility / Adaptability)</i>
Examine and express judgments about art using relevant vocabulary.
Reflect upon personal artistic growth over time in relation to specific criteria.
6: Students will make connections between the visual arts and other disciplines. <i>(Critical Thinking, Complex Communication, Flexibility / Adaptability)</i>
Understand the connection between art and other disciplines, careers and emerging technologies.
Make connections between art and the larger world through community outreach.

Adapted from "National Standards for Arts Education".

Visual Arts Alignment with the 21st Century Universal Constructs

Strategies Organized by 6-8 Grade Band

<p>1: Students will understand, select and apply media, techniques and processes. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i></p>
Select media, styles and techniques to communicate ideas.
Experiment with a variety of tools and technologies to employ multiple approaches to solve problems.
Construct visual information to convey ideas and feelings.
<p>2: Students will understand and apply elements and principles of design and other art structures. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i></p>
Apply knowledge of elements and principles of design to solve visual problems in traditional and experimental way.
Analyze and evaluate the use of the elements and principles of design to derive meaning.
Select, employ and evaluate the elements and principles of design to communicate ideas and feelings.
<p>3: Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i></p>
Create original artwork using a variety of sources of visual information to communicate intended meaning.
Generate and revise multiple solutions in the visual arts.
<p>4: Students will understand the visual arts in relation to history and cultures. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i></p>
Analyze, interpret and justify artistic decisions and intent that give meaning and value to a work representing various cultures, historical periods and artists.
Describe and analyze artwork for cultural or historical meaning and purpose.
Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts.
<p>5: Students will reflect upon and assess the characteristics and merits of their own and other's work. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i></p>
Analyze, interpret and justify the purposes for creating art using relevant vocabulary.
Reflect upon personal artistic growth over time in relation to specific criteria.
<p>6: Students will make connections between the visual arts, other disciplines and daily life. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i></p>
Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture.
Practice problem-solving with materials and processes to make predictions and anticipate change.
Share ideas, images and objects with others through a variety of ways.

Adapted from "National Standards for Arts Education".

Visual Arts Alignment with the 21st Century Universal Constructs

Strategies Organized by 9-12 Grade Bands

1: Students will understand, select and apply media, techniques and processes. <i>(Critical Thinking, Creativity, Flexibility / Adaptability, Productivity / Accountability)</i>
Create objects, performances, conceptual works, and images with a variety of media to explore relevant personal, technical, social, environmental and cultural issues.
Develop and demonstrate ability with tools and technologies associated with art making and research.
Transform conceptual ideas and processes into visual art products.
2: Students will understand and apply elements and principles of design and other art structures. <i>(Critical Thinking, Complex Communication, Creativity, Flexibility / Adaptability, Productivity / Accountability)</i>
Research and apply the elements and principles associated with the discipline of visual art to investigate, studio production, art history, aesthetics, and issues that occur in society, culture, and the natural world.
Compare perspectives and functions of art to justify personal evaluation through reasoned arguments and logical connections.
Communicate ideas to others through the visual arts.
3: Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas. <i>(Critical Thinking, Complex Communication, Creativity, Flexibility / Adaptability, Productivity / Accountability)</i>
Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world.
Generate and revise multiple solutions in the visual arts.
4: Students will understand the visual arts in relation to history and cultures. <i>(Complex Communication, Creativity, Collaboration)</i>
Understand and apply knowledge of history and cultures to visual art.
Identify and combine divergent sources from visual culture, art history, popular arts, and media to create original and meaningful works of art.
Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts.
5: Students will reflect upon and assess the characteristics and merits of their own and other's work. <i>(Critical Thinking, Complex Communication, Creativity, Collaboration, Flexibility / Adaptability, Productivity / Accountability)</i>
Use written and oral communication to critique personal artwork and the work of others.
Reflect upon personal artistic growth over time in relation to specific criteria.
Adapt and revise artwork in response to critical feedback from peers and teachers.
6: Students will make connections between the visual arts, other disciplines and daily life. <i>(Critical Thinking, Flexibility / Adaptability, Productivity / Accountability)</i>
Synthesize materials, processes and technologies in the visual arts with other disciplines.
Practice problem-solving with materials and processes to make predictions and anticipate change.
Share ideas, images and objects with others through a variety of ways.

The following section contains the same alignment of Fine Arts to the Universal Constructs but presents it in a different organizational structure. The strategies are organized by Universal Construct rather than by grade span. The writers of this document believe this organizational structure might be helpful to fine arts educators participating in professional development on the Universal Constructs or working to examine school curriculum across multiple content areas.

Visual Arts Alignment to the 21st Century Universal Construct Critical Thinking

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>1. Students will understand and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Use media, styles and technique to solve visual problems. • Use a variety of tools and technologies to define, investigate and solve problems. 	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Select media, styles and techniques to communicate ideas. • Experiment with a variety of tools and technologies to employ multiple approaches to solve problems. • Construct visual information to convey ideas and feelings. 	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Create objects, performances, conceptual works, and images with a variety of media to explore relevant personal, technical, social, environmental and cultural issues. • Develop and demonstrate ability with tools and technologies associated with art making and research. • Transform conceptual ideas and processes into visual art products.
<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Understand and apply the elements and principles of design within their artwork. • Apply a variety of approaches and processes to encourage unique thoughts and application in art making. • Compare and contrast art elements in various works of art. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Apply knowledge of elements and principles of design to solve visual problems in traditional and experimental way. • Analyze and evaluate the use of the elements and principles of design to derive meaning. • Select, employ and evaluate the elements and principles of design to communicate ideas and feelings. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Research and apply the elements and principles associated with the discipline of visual art to investigate, studio production, art history, aesthetics, and issues that occur in society, culture, and the natural world. • Compare perspectives and functions of art to justify personal evaluation through reasoned arguments and logical connections. • Communicate ideas to others through the visual arts.

Visual Arts Alignment to the 21st Century Universal Construct Critical Thinking

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Develop ideas by understanding artists, styles and cultures. • Use original ideas to create authentic art to reflect personal interests. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using a variety of sources of visual information to communicate intended meaning. • Generate and revise multiple solutions in the visual arts. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world. • Generate and revise multiple solutions in the visual arts.
<p>4. Students will understand the visual arts in relation to history and cultures.</p>	<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> • Analyze, interpret and justify artistic decisions and intent that give meaning and value to a work representing various cultures, historical periods and artists • Describe and analyze artwork for cultural or historical meaning and purpose • Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts 	<p>4. Students will understand the visual arts in relation to history and cultures.</p>
<p>5. Students will reflect upon and assess the characteristics and merits of their own and other's work.</p> <ul style="list-style-type: none"> • Examine and express judgments about art using relevant vocabulary • Reflect upon personal artistic growth over time in relation to specific criteria 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other's work.</p> <ul style="list-style-type: none"> • Analyze, interpret and justify the purposes for creating art using relevant vocabulary • Reflect upon personal artistic growth over time in relation to specific criteria 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other's work.</p> <ul style="list-style-type: none"> • Use written and oral communication to critique personal artwork and the work of others • Reflect upon personal artistic growth over time in relation to specific criteria • Adapt and revise artwork in response to critical feedback from peers and teachers

Visual Arts Alignment to the 21st Century Universal Construct Critical Thinking

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>6. Students will make connections between the visual arts and other disciplines.</p> <ul style="list-style-type: none"> • Understand the connection between art and other disciplines, careers and emerging technologies • Make connections between art and the larger world through community outreach 	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p> <ul style="list-style-type: none"> • Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture • Practice problem-solving with materials and processes to make predictions and anticipate change • Share ideas, images and objects with others through a variety of ways 	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p> <ul style="list-style-type: none"> • Synthesize materials, processes and technologies in the visual arts with other disciplines • Practice problem-solving with materials and processes to make predictions and anticipate change • Share ideas, images and objects with others through a variety of ways

<p align="center">Visual Arts Exemplar of Intentional Instruction of the Construct</p> <p align="center">CRITICAL THINKING</p>		
<p>Critical thinking is the ability to access and analyze key information to develop solutions to complex problems that may have no clear answer. It incorporates reflective and visionary processes. Critical thinking utilizes abstractions and non-rules based strategies to guide decisions, behaviors and actions.</p>		
4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students identify the elements and/or principles of art and design present in an artistic work.</p> <p>Students investigate the element's and/or principle's impact by envisioning and illustrating the results of an alternative design choice in a cause and effect ("If, and then . . .") writing.</p>	<p>Sample 1: Students analyze to determine the noteworthy elements and/or principles employed in an artistic work.</p> <p>Students engage in small group discussions to challenge, explain and justify the reason for and against a design component's impact.</p> <p>After listening to peers, questioning beliefs, and clarifying assumptions, students individually compose evaluative statements for a critique using analysis to justify artistic choices.</p>	<p>Sample 1: Through the use of a class blog or wiki, students view and critique personal and peer created works of art dealing with a specific artistic problem.</p> <p>Students mutually agree upon the criteria for an online discussion (options could include: the decision making process, intentional compositional use of elements and principles of art and design, engagement of the viewer in visual qualities, personal vision or "voice," etc.).</p> <p>Then, students collaborate to describe, analyze, interpret and make informed judgments about each work's success employing the discussion criteria as evidence and justification of how artistic choices impact meaning.</p>
<p>This Iowa Universal Construct addresses these 21st Century Skills Map for the Arts Outcomes from the Partnership for 21st Century Skills.</p> <ul style="list-style-type: none"> OUTCOME 1: Students will use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.(Critical Thinking) 		

Additional constructs may be presented in the sample.

Visual Arts Alignment to 21st Century Universal Construct Complex Communication

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>1. Students will understand, select and apply media, techniques and processes.</p>	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Select media, styles and techniques to communicate ideas. • Experiment with a variety of tools and technologies to employ multiple approaches to solve problems. • Construct visual information to convey ideas and feelings. 	<p>1. Students will understand, select and apply media, techniques and processes.</p>
<p>2. Students will understand and apply elements and principles of design and other art structures.</p>	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Apply knowledge of elements and principles of design to solve visual problems in traditional and experimental way. • Analyze and evaluate the use of the elements and principles of design to derive meaning. • Select, employ and evaluate the elements and principles of design to communicate ideas and feelings. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Research and apply the elements and principles associated with the discipline of visual art to investigate, studio production, art history, aesthetics, and issues that occur in society, culture, and the natural world. • Compare perspectives and functions of art to justify personal evaluation through reasoned arguments and logical connections. • Communicate ideas to others through the visual arts.
<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Develop ideas by understanding artists, styles and cultures. • Use original ideas to create authentic art to reflect personal interests. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using a variety of sources of visual information to communicate intended meaning. • Generate and revise multiple solutions in the visual arts. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world. • Generate and revise multiple solutions in the visual arts.

Visual Arts Alignment to 21st Century Universal Construct Complex Communication

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> Listen, question, and apply information when studying works of art. Investigate artists and diverse cultures throughout history to develop new ideas. Compare and contrast the strengths and traits of diverse cultures as related to self. 	<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> Analyze, interpret and justify artistic decisions and intent that give meaning and value to a work representing various cultures, historical periods and artists. Describe and analyze artwork for cultural or historical meaning and purpose. Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts. 	<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> Understand and apply knowledge of history and cultures to visual art. Identify and combine divergent sources from visual culture, art history, popular arts, and media to create original and meaningful works of art. Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts.
<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> Examine and express judgments about art using relevant vocabulary. Reflect upon personal artistic growth over time in relation to specific criteria. 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> Analyze, interpret and justify the purposes for creating art using relevant vocabulary. Reflect upon personal artistic growth over time in relation to specific criteria. 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> Use written and oral communication to critique personal artwork and the work of others. Reflect upon personal artistic growth over time in relation to specific criteria. Adapt and revise artwork in response to critical feedback from peers and teachers.
<p>6. Students will make connections between the visual arts and other disciplines.</p> <ul style="list-style-type: none"> Understand the connection between art and other disciplines, careers and emerging technologies. Make connections between art and the larger world through community outreach. 	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p> <ul style="list-style-type: none"> Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture. Practice problem-solving with materials and processes to make predictions and anticipate change. Share ideas, images and objects with others through a variety of ways. 	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p>

Visual Arts Exemplar of Intentional Instruction of the Construct COMPLEX COMMUNICATION

Complex communication is based on the successful sharing of information through multiple means, including visual, digital, verbal, and nonverbal interactions. The message is purposeful, clear and concise leading to an accurate exchange of information and ideas.

4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students create a non-objective composition and divide it into parts with each being worked in a different media and/or technique.</p> <p>Students decode the different moods or feelings of various mediums and/or techniques within created work.</p> <p>Then in pairs, students discuss their interpretations.</p>	<p>Sample 1: Students create a visual journal compiling individual perceptions, interpretations of messages and cultural information, and/or ideas communicated within a common theme.</p> <p>Students then exchange visual journals and offer alternative perceptions, interpretations of messages and cultural information, and/or ideas.</p> <p>With peer observations, students choose one thematic idea to re-create ensuring purposeful and accurate message.</p>	<p>Sample 1: Students revisit a work of art previously created and recreate it in a different medium, technique and/or technology.</p> <p>Students then compare and contrast the context of the two works through personal reflection and class critique. Students share new understandings in composed artist statements for the created works.</p>
<p>Sample 2: Students analyze famous works of art infused into media sources geared to their age group (such as print and motion cartoons). In groups of four, students choose a main character(s) from a famous work and create a four- frame comic strip series communicating a Public Service Announcement (PSA).</p>	<p>Sample 2: Students interpret the intended message of a number of media sources (print media, movies, television, music, videos, etc.) that use famous works of art as all or part of their content. Students compare and contrast their interpretations through classroom or small group discussions.</p>	<p>Sample 2: Students analyze how and the frequency with which famous works of art are used in today’s society for advertisement purposes.</p> <p>Students select and use a famous work of art to create a product advertisement geared towards a specific demographic. Students then assess products created by peers for appropriateness and effectiveness.</p>
<p>This Iowa Universal Construct addresses these 21st Century Skills Map for the Arts Outcomes from the Partnership for 21st Century Skills.</p> <ul style="list-style-type: none"> • OUTCOME 1: Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. (Communication) • OUTCOME 2: Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors. (Media Literacy) 		

Additional constructs may be presented in the sample.

Visual Arts Alignment to the 21st Century Universal Construct Creativity

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>1. Students will understand and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Use media, styles and technique to solve visual problems. • Use a variety of tools and technologies to define, investigate and solve problems. 	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Select media, styles and techniques to communicate ideas. • Experiment with a variety of tools and technologies to employ multiple approaches to solve problems. • Construct visual information to convey ideas and feelings. 	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Create objects, performances, conceptual works, and images with a variety of media to explore relevant personal, technical, social, environmental and cultural issues. • Develop and demonstrate ability with tools and technologies associated with art making and research. • Transform conceptual ideas and processes into visual art product.
<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Understand and apply the elements and principles of design within their artwork. • Apply a variety of approaches and processes to encourage unique thoughts and application in art making. • Compare and contrast art elements in various works of art. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Apply knowledge of elements and principles of design to solve visual problems in traditional and experimental way. • Analyze and evaluate the use of the elements and principles of design to derive meaning. • Select, employ and evaluate the elements and principles of design to communicate ideas and feelings. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Research and apply the elements and principles associated with the discipline of visual art to investigate, studio production, art history, aesthetics, and issues that occur in society, culture, and the natural world. • Compare perspectives and functions of art to justify personal evaluation through reasoned arguments and logical connections. • Communicate ideas to others through the visual arts.
<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Develop ideas by understanding artists, styles and cultures. • Use original ideas to create authentic art to reflect personal interests. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using a variety of sources of visual information to communicate intended meaning. • Generate and revise multiple solutions in the visual arts. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world. • Generate and revise multiple solutions in the visual arts.

Visual Arts Alignment to the 21st Century Universal Construct Creativity

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
4. Students will understand the visual arts in relation to history and cultures.	4. Students will understand the visual arts in relation to history and cultures. <ul style="list-style-type: none"> • Analyze, interpret and justify artistic decisions and intent that give meaning and value to a work representing various cultures, historical periods and artists. • Describe and analyze artwork for cultural or historical meaning and purpose. • Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts. 	4. Students will understand the visual arts in relation to history and cultures. <ul style="list-style-type: none"> • Understand and apply knowledge of history and cultures to visual art. • Identify and combine divergent sources from visual culture, art history, popular arts, and media to create original and meaningful works of art. • Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts.
5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.	5. Students will reflect upon and assess the characteristics and merits of their own and other’s work. <ul style="list-style-type: none"> • Analyze, interpret and justify the purposes for creating art using relevant vocabulary. • Reflect upon personal artistic growth over time in relation to specific criteria. 	5. Students will reflect upon and assess the characteristics and merits of their own and other’s work. <ul style="list-style-type: none"> • Use written and oral communication to critique personal artwork and the work of others. • Reflect upon personal artistic growth over time in relation to specific criteria. • Adapt and revise artwork in response to critical feedback from peers and teachers.
6. Students will make connections between the visual arts, other disciplines and daily life.	6. Students will make connections between the visual arts, other disciplines and daily life. <ul style="list-style-type: none"> • Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture. • Practice problem-solving with materials and processes to make predictions and anticipate change. • Share ideas, images and objects with others through a variety of ways. 	6. Students will make connections between the visual arts, other disciplines and daily life.

Visual Arts Exemplar of Intentional Instruction of the Construct CREATIVITY

Creativity incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works, or techniques. Creativity is nurtured, advanced, and modeled through numerous approaches, including inquiry-based learning, abstract thinking, and student-focused learning.

4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students imagine a Purple-Urple-Durple, a unique creature that has never been viewed by human eyes. The class brainstorms possible appearances for the creature including combinations of animal and insect parts. Using purple paint, the students paint the creature as they imagine it.</p> <p>Students visualize, through a guided, detailed story read by the teacher, a trip through a jungle. On the trip the students meet an imaginary artist dragon in its natural environment. Students draw the artist dragon and its surroundings as visualized, paying attention to quality and design.</p>	<p>Sample 1: Students engage in the creative thinking process stages—research, incubation, insight and validation—by transforming a contour drawing of popcorn into an original creation with an accompanying environment.</p> <p>During the imagining and designing phase, students identify preferred creative thinking approaches—fluency, flexibility, elaboration and originality—to note multiple approaches to similar problems.</p> <p>Students imagine and note applications of this process and thinking approaches in other subjects and/or real-world experiences.</p>	<p>Sample 1: Students create a cast of their own body using packing tape and plastic wrap.</p> <p>Students adorn their sculpture with various two-dimensional imagery and/or three-dimensional objects that symbolically speak to the artists' identity. This embellishment can be made to the interior (as the cast is removed from the body and remains hollow and transparent) or to the exterior of the created form.</p> <p>Students then place the finished sculpture in a context (environment) that further illustrates the artists' notion of symbolic identity.</p>
<p>This Iowa Universal Construct addresses this 21st Century Skills Map for the Arts Outcomes from the Partnership for 21st Century Skills.</p> <ul style="list-style-type: none"> OUTCOME 1: Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. (Creativity) 		

Additional constructs may be presented in the sample

Visual Arts Alignment to the 21st Century Universal Construct Collaboration

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
1. Students will understand, select and apply media, techniques and processes.	1. Students will make connections between the visual arts, other disciplines and daily life. <ul style="list-style-type: none"> • Select media, styles and techniques to communicate ideas. • Experiment with a variety of tools and technologies to employ multiple approaches to solve problems. • Construct visual information to convey ideas and feelings. 	1. Students will make connections between the visual arts, other disciplines and daily life.
2. Students will understand and apply elements and principles of design and other art structures.	2. Students will understand and apply elements and principles of design and other art structures. <ul style="list-style-type: none"> • Apply knowledge of elements and principles of design to solve visual problems in traditional and experimental way. • Analyze and evaluate the use of the elements and principles of design to derive meaning. • Select, employ and evaluate the elements and principles of design to communicate ideas and feelings. 	2. Students will understand and apply elements and principles of design and other art structures.
3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.	3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas. <ul style="list-style-type: none"> • Create original artwork using a variety of sources of visual information to communicate intended meaning. • Generate and revise multiple solutions in the visual arts. 	3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.

Visual Arts Alignment to the 21st Century Universal Construct Collaboration

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> • Listen, question, and apply information when studying works of art. • Investigate artists and diverse cultures throughout history to develop new ideas. • Compare and contrast the strengths and traits of diverse cultures as related to self. 	<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> • Analyze, interpret and justify artistic decisions and intent that give meaning and value to a work representing various cultures, historical periods and artists. • Describe and analyze artwork for cultural or historical meaning and purpose. • Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts. 	<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> • Understand and apply knowledge of history and cultures to visual art. • Identify and combine divergent sources from visual culture, art history, popular arts, and media to create original and meaningful works of art. • Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts.
<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> • Examine and express judgments about art using relevant vocabulary. • Reflect upon personal artistic growth over time in relation to specific criteria. 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> • Analyze, interpret and justify the purposes for creating art using relevant vocabulary. • Reflect upon personal artistic growth over time in relation to specific criteria. 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> • Use written and oral communication to critique personal artwork and the work of others. • Reflect upon personal artistic growth over time in relation to specific criteria. • Adapt and revise artwork in response to critical feedback from peers and teachers.
<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p>	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p> <ul style="list-style-type: none"> • Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture. • Practice problem-solving with materials and processes to make predictions and anticipate change. • Share ideas, images and objects with others through a variety of ways. 	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p>

Visual Arts Exemplar of Intentional Instruction of the Construct COLLABORATION

Collaboration is working among and across personal and global networks to achieve common goals. It requires cultural competence and personal and civic responsibility in all environments. Collaboration also requires open and flexible approaches to leadership.

4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students work in pairs to make a thoughtful design of shapes by alternately making lines that connect to each other. Students apply color and/or other embellishment (line patterns) to complete the work.</p> <p>Students confer to determine the difference between just making marks (scribbling) and making purposeful lines or marks to create an interesting, unified design.</p> <p>Students then examine the work of abstract and nonobjective artists like Matisse, Kandinsky, Miro, Stella, and Mitchell to identify straight lines, angles, curves and spirals. (Information about how thoughtful markings assist in creating interest, unity and balance results.)</p> <p>Student teams create two or three designs that are finished when markings touch all edges of the paper, are composed of small, medium and large shapes and have a center of interest.</p> <p>In pairs or groups, students analyze the designs for unity, balance and interest.</p>	<p>Sample 1: Students work in collaborative printing teams, alternating roles as printer and assistant, to produce monotypes that can successfully communicate a chosen emotion in an Abstract Expressionist style.</p> <p>Students confer, analyze and determine the effectiveness of chosen line quality attributes through initial production experiments. Throughout the process, students will together anticipate and resolve printing problems encountered during the production process while performing delineated tasks efficiently.</p> <p>Students select a produced monotype and individually evaluate the chosen line quality's success in communicating the desired emotion. Additionally, students will individually reflect on the production</p> <p>Students select a produced monotype and individually evaluate the chosen line quality's success in communicating the desired emotion. Additionally, students will individually reflect on the production team choices and propose changes in process and/or product in a Cause & Effect writing.</p>	<p>Sample 1: Students work in partnership with language arts classes to discuss and determine an issue requiring action.</p> <p>Then, in small teams, students produce a series of narrative storyboards to outline the content for a video, graphic novel, or poster/brochure campaign about a chosen issue.</p> <p>Students analyze the production tasks required for this ambitious project and delegate responsibilities for individual project contributions.</p> <p>Students team up with community groups, local business, and/or school departments to design and execute dissemination the finished creative products (video, graphic novel, poster/brochure campaign).</p>

Visual Arts Exemplar of Intentional Instruction of the Construct COLLABORATION

4 th Grade	8 th Grade	12 th Grade
<p>Sample 2: Students use content from science or social studies to create an art work. Students then compose stories or descriptions based on the finished artwork.</p> <p>(For example, after a unit on the body structure and skeletal systems, students create skeleton monsters. Art works should visually describe the monster’s habitat and special powers. Students make connections to other cultures (Australian Aborigine, Native American) that employ “x-ray” animals in their artwork.</p>		
<p>Sample 3: Students identify a problem in school they find important. (ie. knowledge of rules, bullying, etc.)</p> <p>After viewing and discussing poster designs that effectively communicate visually, students select one problem to address, and working in groups, design posters. As a class, students analyze the effectiveness of the visual message in aesthetics and communication.</p> <p>In groups or pairs, students perform differing tasks to create the posters and prepare for display with the school.</p>		
<p>This Iowa Universal Construct addresses these 21st Century Skills Map for the Arts outcomes from the Partnership for 21st Century Skills.</p> <ul style="list-style-type: none"> • OUTCOME 1: Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal. (Collaboration) • OUTCOME 2: Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work. (Social & Cross-cultural Skills) • OUTCOME 3: Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community. (Leadership & Responsibility) 		

Additional constructs may be presented in the sample.

Visual Arts Alignment to 21st Century Universal Construct Flexibility and Adaptability

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>1. Students will understand and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Use media, styles and technique to solve visual problems. • Use a variety of tools and technologies to define, investigate and solve problems. 	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Select media, styles and techniques to communicate ideas. • Experiment with a variety of tools and technologies to employ multiple approaches to solve problems. • Construct visual information to convey ideas and feelings. 	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Create objects, performances, conceptual works, and images with a variety of media to explore relevant personal, technical, social, environmental and cultural issues. • Develop and demonstrate ability with tools and technologies associated with art making and research. • Transform conceptual ideas and processes into visual art products.
<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Understand and apply the elements and principles of design within their artwork. • Apply a variety of approaches and processes to encourage unique thoughts and application in art making. • Compare and contrast art elements in various works of art. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Apply knowledge of elements and principles of design to solve visual problems in traditional and experimental way. • Analyze and evaluate the use of the elements and principles of design to derive meaning. • Select, employ and evaluate the elements and principles of design to communicate ideas and feelings. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Research and apply the elements and principles associated with the discipline of visual art to investigate, studio production, art history, aesthetics, and issues that occur in society, culture, and the natural world. • Compare perspectives and functions of art to justify personal evaluation through reasoned arguments and logical connections. • Communicate ideas to others through the visual arts.
<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Develop ideas by understanding artists, styles and cultures. • Use original ideas to create authentic art to reflect personal interests. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using a variety of sources of visual information to communicate intended meaning. • Generate and revise multiple solutions in the visual arts. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world. • Generate and revise multiple solutions in the visual arts.

Visual Arts Alignment to 21st Century Universal Construct Flexibility and Adaptability

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
4. Students will understand the visual arts in relation to history and cultures.	4. Students will understand the visual arts in relation to history and cultures. <ul style="list-style-type: none"> • Analyze, interpret and justify artistic decisions and intent that give meaning and value to a work representing various cultures, historical periods and artists. • Describe and analyze artwork for cultural or historical meaning and purpose. • Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts. 	4. Students will understand the visual arts in relation to history and cultures.
5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.	5. Students will reflect upon and assess the characteristics and merits of their own and other’s work. <ul style="list-style-type: none"> • Analyze, interpret and justify the purposes for creating art using relevant vocabulary. • Reflect upon personal artistic growth over time in relation to specific criteria. 	5. Students will reflect upon and assess the characteristics and merits of their own and other’s work. <ul style="list-style-type: none"> • Use written and oral communication to critique personal artwork and the work of others. • Reflect upon personal artistic growth over time in relation to specific criteria. • Adapt and revise artwork in response to critical feedback from peers and teachers.
6. Students will make connections between the visual arts and other disciplines. <ul style="list-style-type: none"> • Understand the connection between art and other disciplines, careers and emerging technologies. • Make connections between art and the larger world through community outreach. 	6. Students will make connections between the visual arts, other disciplines and daily life. <ul style="list-style-type: none"> • Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture. • Practice problem-solving with materials and processes to make predictions and anticipate change. • Share ideas, images and objects with others through a variety of ways. 	6. Students will make connections between the visual arts, other disciplines and daily life. <ul style="list-style-type: none"> • Synthesize materials, processes and technologies in the visual arts with other disciplines. • Practice problem-solving with materials and processes to make predictions and anticipate change. • Share ideas, images and objects with others through a variety of ways.

Visual Arts Exemplar of Intentional Instruction of the Construct FLEXIBILITY AND ADAPTABILITY

Flexibility and adaptability include responding and adjusting to situational needs, and changing to meet the challenges of new roles, paradigms and environments. Flexibility and adaptability include the thoughtful balance between an individual’s core beliefs and appropriate reaction to change. These dispositions are nurtured through life-long learning and continuous improvement.

4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students create a wet-on-wet watercolor painting into a composition of patterns and objects, allowing the randomness of the painting to spark ideas while striving for emphasis, movement, and balance.</p> <p>Students discuss the paintings as a group, to determine the multiple levels of space in relationship to these principles.</p> <p>Using additional selected media, students revisit their painting to illustrate and develop the appearance of depth.</p> <p>Students identify the changes in a self- reflection.</p>	<p>Sample 1: Students analyze the properties of watercolor. (What it does, how it responds to different experimental processes (salt, saran wrap, wax and crayon resist, spatter and sponge applications, etc.)</p> <p>Using this knowledge, students employ discovered techniques to create watercolor papers of differing textures and effects.</p> <p>Students predict which effects can be recreated using acrylic medium.</p> <p>Students employ adaptations as needed in order to emulate the desired textures and effects using acrylic media.</p> <p>Students create a collage landscape with the produced watercolor and acrylic papers. Students select one adaptation to compose a cause and effect statement detailing their attempt to recreate the effect in a different media.</p>	<p>Sample 1: Students discuss the artistic characteristics of media, approach, and techniques of various artists and/or art styles.</p> <p>Students employ two or more techniques from varying artists to create an original painting.</p> <p>Students complete a self-reflection of their finished piece of art by identifying the challenges encountered combining media and techniques. Students evaluate the effectiveness of their responses.</p>

This Iowa Universal Construct addresses these 21st Century Skills Map for the Arts Outcomes from the Partnership for 21st Century Skills.

- OUTCOME 1: Students will be flexible and adapt to change in a variety of artistic contexts.(Flexibility & Adaptability)
- OUTCOME 2: Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new (artwork or) reinterpret existing works of visual and performing arts.(Innovation)

Additional constructs may be presented in the sample.

Visual Arts Alignment with the 21st Century Universal Construct Productivity and Accountability

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>1. Students will understand and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Use media, styles and technique to solve visual problems. • Use a variety of tools and technologies to define, investigate and solve problems. 	<p>1. Students will understand, select and apply media, techniques and processes.</p> <ul style="list-style-type: none"> • Select media, styles and techniques to communicate ideas. • Experiment with a variety of tools and technologies to employ multiple approaches to solve problems. • Construct visual information to convey ideas and feelings. 	<p>1. Students will understand, select and apply media, techniques and processes.</p>
<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Understand and apply the elements and principles of design within their artwork. • Apply a variety of approaches and processes to encourage unique thoughts and application in art making. • Compare and contrast art elements in various works of art. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Apply knowledge of elements and principles of design to solve visual problems in traditional and experimental way. • Analyze and evaluate the use of the elements and principles of design to derive meaning. • Select, employ and evaluate the elements and principles of design to communicate ideas and feelings. 	<p>2. Students will understand and apply elements and principles of design and other art structures.</p> <ul style="list-style-type: none"> • Research and apply the elements and principles associated with the discipline of visual art to investigate, studio production, art history, aesthetics, and issues that occur in society, culture, and the natural world. • Compare perspectives and functions of art to justify personal evaluation through reasoned arguments and logical connections. • Communicate ideas to others through the visual arts.
<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Develop ideas by understanding artists, styles and cultures. • Use original ideas to create authentic art to reflect personal interests. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using a variety of sources of visual information to communicate intended meaning. • Generate and revise multiple solutions in the visual arts. 	<p>3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.</p> <ul style="list-style-type: none"> • Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world. • Generate and revise multiple solutions in the visual arts.

Visual Arts Alignment with the 21st Century Universal Construct Productivity and Accountability

Grades K-5 Strategies	Grades 6-8 Strategies	Grades 9-12 Strategies
<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> • Listen, question, and apply information when studying works of art. • Investigate artists and diverse cultures throughout history to develop new ideas. • Compare and contrast the strengths and traits of diverse cultures as related to self. 	<p>4. Students will understand the visual arts in relation to history and cultures.</p> <ul style="list-style-type: none"> • Analyze, interpret and justify artistic decisions and intent that give meaning and value to a work representing various cultures, historical periods and artists. • Describe and analyze artwork for cultural or historical meaning and purpose. • Explore diversity through the study, creation, reflection, outreach and collaboration in the visual arts. 	<p>4. Students will understand the visual arts in relation to history and cultures.</p>
<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> • Examine and express judgments about art using relevant vocabulary. • Reflect upon personal artistic growth over time in relation to specific criteria. 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> • Analyze, interpret and justify the purposes for creating art using relevant vocabulary. • Reflect upon personal artistic growth over time in relation to specific criteria. 	<p>5. Students will reflect upon and assess the characteristics and merits of their own and other’s work.</p> <ul style="list-style-type: none"> • Use written and oral communication to critique personal artwork and the work of others. • Reflect upon personal artistic growth over time in relation to specific criteria. • Adapt and revise artwork in response to critical feedback from peers and teachers.
<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p>	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p> <ul style="list-style-type: none"> • Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture. • Practice problem-solving with materials and processes to make predictions and anticipate change. • Share ideas, images and objects with others through a variety of ways. 	<p>6. Students will make connections between the visual arts, other disciplines and daily life.</p> <ul style="list-style-type: none"> • Synthesize materials, processes and technologies in the visual arts with other disciplines. • Practice problem-solving with materials and processes to make predictions and anticipate change. • Share ideas, images and objects with others through a variety of ways.

Visual Arts Exemplar of Intentional Instruction of the Construct PRODUCTIVITY and ACCOUNTABILITY

Productivity is prioritizing, planning, and applying knowledge and skills to make decisions that create quality results in an ever-changing environment. Individuals and teams demonstrate initiative, self-direction, and personal responsibility to add value to the world around them. Individuals demonstrate accountability through efficient time management, appropriate resource allocation, personal integrity, and self-monitoring to meet the demands of productivity. Individuals and teams recognize the interconnectedness of their actions at all levels.

4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students identify school activities in which they invite community participation. (i.e. Puzzlethon, Math Night, Read-a-thon, Musical Performance)</p> <p>Students identify key information to be incorporated into poster design through the use of emphasis in size and placement in space.</p> <p>Students work productively to create individual posters advertising the chosen event.</p> <p>After viewing the work of peers, students reflect on individual poster design noting similarities and differences, and successful creative approaches.</p>	<p>Sample 1: In small groups, students research various social causes and community based or non-profit initiatives needing increased public awareness. Each small group comes to consensus to determine a worthy cause.</p> <p>Students determine the tasks and responsibilities required for their chosen cause. Then, students delegate tasks to create a community-wide visual campaign alerting the public of need and ways for supporting chosen initiative.</p>	<p>Sample 1: Students work with the drama department to create publicity (t- shirt/poster designs) for the school’s drama production.</p> <p>Students establish a timeline in order to meet publicity and production deadlines.</p> <p>Students research the play/musical (genre, time period etc.) to generate graphic design ideas based on the “story synopsis”. (Research should include copyright and legal issue regarding the use of imagery to ensure design integrity.)</p> <p>Students create and share visual imagery emphasizing the theatrical genre of the play to clients (drama department). Students collaborate with clients to select, revise and determine final design, in the appropriate art medium for the intention of mass-production (i.e. printmaking, screen printing, computer graphic applications and printing company collaboration).</p>

This Iowa Universal Construct addresses these 21st Century Skills Map for the Arts Outcomes from the Partnership for 21st Century Skills.

- OUTCOME 1: Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. (Productivity & Accountability)
- OUTCOME 2: Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. (Initiative & Self-Direction)
- OUTCOME 3: Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues. (Information Literacy)

Additional constructs may be presented in the sample.