

	ART			
	PK3			
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Show visual interest and engagement in surroundings	☑		
	Show an interest in mark making and creative art	☑		
	Explore and experiment with a range of media through sensory exploration and using whole body	☑		
	Use a range of materials and media to draw and create pictures or three-dimensional objects	☑		
	Use creative art to express thoughts, feelings, experiences, or knowledge	☑		
	PK4			
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Engage in self-directed play with materials	☑		
	Engage in self-directed creative making	☑		
	Use a variety of art-making tools	☑		
	Share materials with others	☑		
	Create and tell about art that communicates a story about a familiar place or object	☑		
	Share and talk about personal artwork	☑		
Present	Identify reasons for saving and displaying objects, artifacts, and artwork	☑		
	Identify places where art may be displayed or saved			
	Identify where art is displayed both inside and outside of school			
Respond	Recognize art in one's environment			
	Distinguish between images and real objects	☑		
	Interpret art by identifying and describing subject matter	☑		
	Select a preferred artwork			
Connect	Explore the world using descriptive and expressive words and art-making	☑		
	Recognize that people make art			
	Kindergarten			
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Engage in exploration and imaginative play with materials	☑		
	Engage collaboratively in creative art-making in response to an artistic problem	☑		
	Through experimentation, build skills in various media and approaches to art-making	☑		
	Identify safe and non-toxic art materials, tools and equipment	☑		
	Create art that represents natural and constructed environments			
	Explain the process of making art while creating			
Present	Select art objects for personal portfolio and display, explaining why they were chosen			
	Explain the purpose of a portfolio or collection	☑		
	Explain what an art museum is and distinguish how an art museum is different from other buildings			
Respond	Identify uses of art within one's personal environment			
	Describe what an image represents	☑		
	Interpret art by identifying subject matter and describing relevant details			

Connect	Explain reasons for selecting a preferred artwork			
	Create art that tells a story about a life experience	✓		
	Identify a purpose of an artwork			
1st Grade				
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Engage collaboratively in exploration and imaginative play with materials	✓		
	Use observation and investigation in preparation for making a work of art	✓		
	Explore uses of materials and tools to create works of art or design	✓		
	Demonstrate safe procedures for using materials, tools and equipment while making art	✓		
	Use art vocabulary to describe choices while creating art	✓		
	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means			
Present	Explain why some objects, artifacts, and artwork are valued over others	✓		
	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation			
Respond	Identify the roles and responsibilities of people who work in and visit museums and other art venues			
	Select and describe works of art that illustrate daily life experiences of one's self and others	✓		
	Compare images that represent the same subject			
	Interpret art by categorizing subject matter and identifying the characteristics of form			
Connect	Classify artwork based on different reasons for preferences			
	Identify times, places, and reasons that students make art outside of school			
	Understand that people from different places and times have made art for a variety of reasons	✓		
2nd Grade				
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Brainstorm, collaboratively, multiple approaches to an art or design problem	✓		
	Make art or design with various materials and tools to explore personal interests, questions, and curiosity	✓		
	Experiment with various materials and tools to explore personal interests in a work of art or design	✓		
	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces	✓		
	Repurpose objects to make something new	✓		
	Discuss and reflect with peers about choices made in creating artwork			
Present	Categorize artwork based on a theme or concept for an exhibit			
	Distinguish between different materials or artistic techniques for preparing artwork for presentation			
	Analyze how art that is exhibited inside and outside of schools (i.e. in museums, galleries, virtual spaces, and other venues) contributes to communities	✓		
Respond	Perceive and describe aesthetic characteristics of one's natural world and constructed environments			
	Categorize images based on expressive properties			
	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form	✓		
	Use learned art vocabulary to express preferences about artwork	✓		
Connect	Create works of art about events in home, school, or community life	✓		
	Compare and contrast cultural uses of artwork from different times and places	✓		
3rd Grade				

DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Elaborate on an imaginative idea	☑		
	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process			
	Create personally satisfying artwork using a variety of artistic processes and materials	☑		
	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes			
	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life			
	Elaborate visual information by adding details in an artwork to enhance emerging meaning	☑		
Present	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork			
	Identify exhibit space and prepare works of art, including artists' statements, for presentation	☑		
	Identify and explain how and where different cultures record and illustrate stories and history of life through art			
Respond	Speculate about processes an artist uses to create a work of art			
	Determine messages communicated by an image			
	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood			
	Evaluate an artwork based on given criteria	☑		
Connect	Develop a work of art based on observations of surroundings	☑		
	Recognize that responses to works of art change depending on knowledge of the time and place in which it was made, as well as one's spiritual, mental, and emotional state of mind when studying the work of art	☑		

4th Grade

DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Brainstorm multiple approaches to a creative art or design problem	☑		
	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers			
	Explore and invent artmaking techniques and approaches	☑		
	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others	☑		
	Document, describe, and represent regional constructed environments			
	Revise artwork in progress on the basis of insights gained through peer discussion			
Present	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork			
	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats			
	Compare and contrast purposes of art museums, art galleries, and their venues, as well as the types of personal experiences they provide	☑		
Respond	Compare responses to a work of art before and after working in similar media	☑		
	Analyze and discuss visual imagery that convey messages			
	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media	☑		
	Apply one set of criteria to evaluate more than one work of art	☑		
Connect	Create works of art that reflect community cultural traditions			
	Through observation, infer information about time, place, and culture in which a work of art was created	☑		

5th Grade

DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Combine ideas to generate an innovative idea for art making	☑		
	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art			
	Experiment and develop skills in multiple art-making techniques and approaches through practice	☑		
	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment	☑		
	Identify, describe, and visually document places and/or objects of personal significance			
	Create artist statements using art vocabulary to describe personal choices in artmaking	☑		
Present	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork			
	Develop a logical argument for safe and effective use of materials and techniques for preserving and presenting artwork			
	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic	☑		
Respond	Compare one's own interpretation of a work of art with the interpretation of others			
	Identify and analyze cultural associations suggested by visual imagery	☑		
	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed			
	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts			
Connect	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking			
	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	☑		
6th Grade				
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Combine concepts collaboratively to generate innovative ideas for creating art	☑		
	Formulate an artistic investigation of personally relevant content for creating art			
	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design	☑		
	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment	☑		
	Design or redesign objects, places, or systems that meet the identified needs of diverse users			
	Reflect on whether personal artwork conveys the intended meaning and revise accordingly			
Present	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork			
	Individually or collaboratively, develop a visual plan for displaying works of art by analyzing exhibit space and layout, as well as the needs of the viewer			
	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community	☑		
Respond	Identify and interpret works of art or design that reveal how people live around the world and what they value	☑		
	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions	☑		
	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed			

	Develop and apply relevant criteria to evaluate a work of art			
Connect	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making			
	Analyze how art reflects changing times, traditions, resources, and cultural uses	✓		
7th Grade				
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Apply methods to overcome creative blocks	✓		
	Develop criteria to guide making a work of art or design to meet an identified goal	✓		
	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design	✓		
	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats	✓		
	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas			
	Reflect on and explain important information about personal artwork in an artist statement or another format	✓		
Present	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced	✓		
	Based on criteria, analyze and evaluate methods for preparing and presenting art			
	Compare and contrast viewing and experiencing collections and exhibitions in different venues	✓		
Respond	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued			
	Analyze multiple ways that images influence specific audiences	✓		
	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed			
	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria	✓		
Connect	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community			
	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses	✓		
8th Grade				
DOMAIN	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION	CURRENTLY TAUGHT IN THIS GRADE LEVEL (yes or no)?	LIST ADDITIONAL RESOURCES (IF NEEDED) FOR STUDENTS TO MASTER THIS EXPECTATION
Create	Document early stages of the creative process visually and/or verbally in traditional or new media			
	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design			
	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing	✓		
	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design	✓		
	Select, organize, and design images and words to make visually clear and compelling presentations	✓		
	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress	✓		
Present	Develop and apply criteria for evaluating a collection of artwork for presentation			
	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer			
	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences	✓		

Respond	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others	✓		
	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions	✓		
	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information all contribute to understanding messages, ideas, and/or mood conveyed			
	Create a convincing and logical argument to support an evaluation of art	✓		
Connect	Make art collaboratively to reflect on and reinforce positive aspects of group identity	✓		
	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity	✓		