



**PreK-12 Art**

<b>Transfer Goals</b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"><li>• <b>Create:</b> Develop and nurture a personal creative process.</li><li>• <b>Perform:</b> Formulate ideas and perform, present, or produce works as an individual or in groups.</li><li>• <b>Respond:</b> Critically interpret, evaluate and respond to art created by self and other artists.</li><li>• <b>Connect:</b> Relate and connect artistic ideas and works in the real world.</li></ul>	<p>Students will understand that:</p> <ul style="list-style-type: none"><li>• The creative process inherently incorporates creativity, curiosity, risk-taking, problem-solving, and innovation.</li><li>• Artists communicate meaning by planning, organizing, discovering, and developing their work.</li><li>• Artists cultivate excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li><li>• Artists' creative choices are influenced by their expertise, context, and expressive intent</li><li>• Artists use personal judgement when selecting techniques, methods, venues, and criteria for formulating ideas and presenting works to an audience.</li><li>• Artists share and present works, performances, and ideas to explore the human experience.</li><li>• Artists develop personal processes and skills as an individual or as part of a group to produce a performance or design.</li></ul>	<ul style="list-style-type: none"><li>• How do artists generate creative ideas?</li><li>• How do artists develop and refine works that convey purpose, meaning, and quality?</li><li>• How do artists nurture the creative process?</li><li>• How does an artist know when a creative work is ready to share?</li><li>• How does an artistic work create a shared experience between the creator and audience?</li><li>• How is an artist's work shaped by an individual or group performance?</li><li>• How can the same work of art communicate different messages to different people?</li><li>• How do audiences seek meaning when seeing a performance or work of art?</li><li>• How do we judge the quality of works and performances?</li><li>• What can we learn from our responses to art?</li><li>• How is a personal preference different from an evaluation?</li></ul>



Laconia School District  
Big Curriculum Ideas



	<ul style="list-style-type: none"><li>• An artist identifies characteristics and qualities of artwork to improve one's own production and appreciation.</li><li>• Artistic and audience interpretation is subjective and based on personal experiences and aesthetic preferences.</li><li>• Reflection, evaluation, and critique are critical components of appreciating, interpreting and responding to artistic works.</li><li>• Artists explore the ways others have thought about processes and production to inform their own work.</li><li>• Artistic ideas are better understood when relating them to various contexts (historical, cultural, and social) and personal experiences.</li><li>• Making connections to life's experiences enhances an artist's ability to create, perform, and respond.</li></ul>	<ul style="list-style-type: none"><li>• How does art connect people to their surroundings?</li><li>• How does art help us understand the lives of people of different times, places, and cultures?</li><li>• How does making art build personal awareness and understanding in our own lives and communities?</li><li>• How does art preserve aspects of life for future generations?</li></ul>
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