

1. Foundations 5.A.1.1– See separate chart

2. Create (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.0.2.2.1	Explore ideas through the work of other artists.	
5.0.2.2.2	Explore artistic ideas through <i>intentional</i> play.	
5.0.2.3.1	Create art that communicates an idea using <b>artistic foundations</b> .	
5.0.2.3.2	Identify safe procedures for using materials and tools while making art.	
5.0.2.4.1	Identify choices made in one’s original artwork.	
5.0.5.9.1	Create art that tells a story about a life experience.	

3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.0.3.5.1	Share artwork based on personal preference.	
5.0.3.6.1	Identify artwork based on a theme or concept using <b>artistic foundations</b> .	
5.0.3.6.2	Identify where art is found in a community.	
5.0.5.9.1	Create art that tells a story about a life experience.	
5.0.5.10.1	Recognize that people from different places and times have made art for a variety of reasons.	

4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.1.4.7.1	Select artworks, objects or artifacts that share a common idea or theme.	
5.1.4.8.1	Compare artworks that represent the same subject using <b>artistic foundations</b> .	
5.1.4.8.2	Classify artwork based on different <i>criteria</i> for preferences, including <b>artistic foundations</b> .	
5.1.5.9.1	Create art that tells a story about a life experience.	
5.1.5.10.1	Recognize that people from different places and times have made art for a variety of reasons.	

## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create

Code	Benchmarks	What this looks like in our district/my classroom
5.1.2.2.1	Identify multiple ideas for an artistic prompt.	
5.1.2.2.2	Use observation and investigation in preparation for making a work of art.	
5.1.2.3.1	Identify and use symbols when creating art.	
5.1.2.3.2	Practice safe use of art materials and tools while making art.	
5.1.2.4.1	Discuss possibilities for revision of an original artwork using <b>artistic foundations</b> .	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
3.1.3.5.1	Identify why artwork should be prepared for presentation.	
5.1.3.6.1	Identify places where art may be displayed or saved.	
5.1.3.6.2	Identify what an art museum is and distinguish how an art museum is different from other art spaces. For example: Physical and digital spaces.	
5.1.5.9.1	Identify times, places, and reasons by which students make art outside of school.	
5.1.5.10.1	Recognize that people from different places and times have made art for a variety of reasons.	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.1.4.7.1	Select artworks, objects or artifacts that share a common idea or theme.	
5.1.4.8.1	Compare artworks that represent the same subject using <b>artistic foundations</b> .	
5.1.4.8.2	Classify artwork based on different <i>criteria</i> for preferences, including <b>artistic foundations</b> .	
5.1.5.9.1	Identify times, places, and reasons by which students make art outside of school.	
5.1.5.10.1	Recognize that people from different places and times have made art for a variety of reasons.	

## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.2.2.2.1	Collaboratively share ideas for an artistic prompt.	
5.2.2.2.2	Use various materials and tools to explore personal interests, questions, and curiosity.	
5.2.2.3.1	Create art that represents natural and constructed environments. For example: Landscapes versus architecture	
5.2.2.3.2	Demonstrate safe procedures for using materials and tools while making art.	
5.2.2.4.1	Describe choices made at different steps in an art making process.	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.2.3.5.1	Prepare works of art for presentation in a specific location. For example: Physical or digital formats	
5.2.3.6.1	Choose artwork based on a theme or concept for an exhibit.	
5.2.3.6.2	Compare and contrast purposes of art museums, art galleries, and other venues or formats.	
5.2.5.9.1	Compare and contrast subject matter from different times and places.	
5.2.5.10.1	Identify how <b>artistic foundations</b> are employed differently throughout time and place.	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.2.4.7.1	Identify processes an artist used to create a work of art.	
5.2.4.8.1	Categorize artworks based on expressive properties.	
5.2.4.8.2	Use art vocabulary to express preferences about artwork.	
5.2.5.9.1	Compare and contrast subject matter from different times and places.	
5.2.5.10.1	Identify how <b>artistic foundations</b> are employed differently throughout time and place.	

## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create

Code	Benchmarks	What this looks like in our district/my classroom
5.3.2.2.1	Modify an original idea for a work of art.	
5.3.2.2.2	Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.	
5.3.2.3.1	Create visual representations of places or systems that are part of everyday life using <b>artistic foundations</b> .	
5.3.2.3.2	Demonstrate safe use of studio spaces and equipment.	
5.3.2.4.1	Discuss feedback about choices made in creating artwork.	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.3.3.5.1	Evaluate the functionality of different spaces for exhibiting art.	
5.3.3.6.1	Explain the purpose of a <i>portfolio</i> or collection.	
5.3.3.6.2	Compare and contrast objects, artifacts, and artworks that are valued in different communities or cultures.	
5.3.5.9.1	Compare and contrast representations of the human form throughout time and place.	
5.3.5.10.1	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.3.4.7.1	Respond to a work of art before and after working in a similar media.	
5.3.4.8.1	Determine messages communicated by an image.	
5.3.4.8.2	Evaluate an artwork based on a variety of established <i>criteria</i> , including <b>artistic foundations</b> .	
5.3.5.9.1	Compare and contrast representations of the human form throughout time and place.	
5.3.5.10.1	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	

## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create

Code	Benchmarks	What this looks like in our district/my classroom
5.4.2.2.1	Generate new ideas by combining dissimilar ideas together.	
5.4.2.2.1	Incorporate personal choice into devising a solution for a creative art problem.	
5.4.2.3.1	Create art that is representational and non-representational using <b>artistic foundations</b> . For example: Naturalism and abstraction	
5.4.2.3.2	Identify issues involving copying and originality in artmaking.	
5.4.2.4.1	Revise in-process artwork, on the basis of insights gained through peer discussion.	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.4.3.5.1	Identify considerations for presenting art in various locations. For example: Indoor or outdoor settings; in temporary or permanent forms; in physical or digital spaces	
5.4.3.6.1	Select artwork for display in a collection with a specific purpose or <i>theme</i> .	
5.4.3.6.2	Identify how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	
5.4.5.9.1	Describe <i>form and content</i> in <i>visual representations</i> that convey personal identity.	
5.4.5.10.1	Identify how art is used to inform or change beliefs, values or behaviors of an individual or society.	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.4.4.7.1	Describe <b>aesthetic characteristics</b> of the natural world and constructed environments.	
5.4.4.8.1	Analyze <i>form and content</i> in <i>visual representations</i> that convey messages.	
5.4.4.8.2	Apply one set of <i>criteria</i> to evaluate more than one work of art.	
5.4.5.9.1	Describe <i>form and content</i> in <i>visual representations</i> that convey personal identity.	
5.4.5.10.1	Identify how art is used to inform or change beliefs, values or behaviors of an individual or society.	

## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.5.2.2.1	Generate and document an innovative idea for art making.	
5.5.2.2.2	Generate plans for art that investigates a social, cultural, or personal theme.	
5.5.2.3.1	Using <b>artistic foundations</b> , create art that redesigns artworks, objects, places or systems.	
5.5.2.3.2	Explain the <i>ethical responsibility of appropriation</i> in artmaking.	
5.5.2.4.1	Create <i>artist statements</i> to describe choices in artmaking, using <b>art vocabulary</b> .	
5.5.5.9.1	Use knowledge of one's own culture and heritage to explore personal identity. For example: Family history; ethnic background; customs and traditions	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.5.3.5.1	Compare and contrast methods for preparing and presenting art.	
5.5.3.6.1	Identify and describe the choices an artist makes when assembling a presentation or a <i>portfolio</i> .	
5.5.3.6.2	Explain why some objects, artifacts, and artworks are valued over others.	
5.5.5.9.1	Use knowledge of one's own culture and heritage to explore personal identity. For example: Family history; ethnic background; customs and traditions	
5.5.5.10.1	Make inferences about time, place, and culture in which a work of art was created, citing evidence.	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.5.4.7.1	Identify and interpret works of art that reveal how people live around the world and what they value.	
5.5.4.8.1	Establish the validity of perceived cultural symbols within an artwork.	
5.5.4.8.2	Compare and contrast <i>criteria</i> used to evaluate works of art.	
5.5.5.9.1	Use knowledge of one's own culture and heritage to explore personal identity. For example: Family history; ethnic background; customs and traditions	
5.5.5.10.1	Make inferences about time, place, and culture in which a work of art was created, citing evidence.	

## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.6.2.2.1	Elaborate upon an initial concept for art making.	
5.6.2.2.2	Plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic practice.	
5.6.2.3.1	Employ <i>abstraction</i> , <i>symbolism</i> , or <i>naturalism</i> when making a work of art.	
5.6.2.3.2	Demonstrate awareness of environmental implications of art materials, tools, studio space, and equipment.	
5.6.2.4.1	Revise artwork based on collaborative reflection on an artwork's intended meaning.	
5.6.5.9.1	Make art collaboratively to reflect on and reinforce positive aspects of <i>group identity</i> .	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.6.3.5.1	Consider and respond to the needs of the viewer when displaying artwork.	
5.6.3.6.1	Select artwork for a collection or <i>portfolio</i> based on given criteria.	
5.6.3.6.2	Compare and contrast viewing and experiencing collections or exhibitions in different venues or formats.	
5.6.5.9.1	Make art collaboratively to reflect on and reinforce positive aspects of <i>group identity</i> .	
5.6.5.10.1	Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities.	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.6.4.7.1	Compare different interpretations of a work of art.	
5.6.4.8.1	Analyze multiple ways that images influence specific audiences.	
5.6.4.8.2	Develop and apply personal <i>criteria</i> to evaluate a work of art using <b>artistic foundations</b> .	
5.6.5.9.1	Make art collaboratively to reflect on and reinforce positive aspects of <i>group identity</i> .	
5.6.5.10.1	Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities.	

## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create

Code	Benchmarks	What this looks like in our district/my classroom
5.7.2.2.1	Document early stages of the creative process visually or verbally.	
5.7.2.2.2	Apply a variety of approaches to explore artistic methods and generate ideas. For example: Sketchbooks; mind maps; webbing	
5.7.2.3.1	Using <b>artistic foundations</b> , create artwork that combines images and words to communicate a specific idea.	
5.7.2.3.2	Describe <i>ethical responsibility</i> when sharing original artwork through the internet and communication formats.	
5.7.2.4.1	Justify important information about one's own artwork in an <i>artist statement</i> or <i>critique</i> .	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.7.3.5.1	Individually or collaboratively develop a visual plan for displaying works of art.	
5.7.3.6.1	Compare and contrast the differences between engaging with art through technology and physically experiencing an artwork.	
5.7.3.6.2	Explain how exhibitions reflect the history and values of a community.	
5.7.5.9.1	Distinguish between <i>subjective</i> and <i>objective</i> approaches related to personal preferences in artwork.	
5.7.5.10.1	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.7.4.7.1	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	
5.7.4.8.1	Analyze ways cultures influence representation of ideas, emotions, and actions.	
5.7.4.8.1	Identify <i>personal bias</i> in the evaluation of artwork(s).	
5.7.5.9.1	Distinguish between <i>subjective</i> and <i>objective</i> approaches related to personal preferences in artwork.	
5.7.5.10.1	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	



## 1. Foundations 5.A.1.1 – See separate chart

## 2. Create (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.8.2.2.1	Develop and document multiple ideas for artwork criteria to guide art making.	
5.8.2.2.2	Innovate and take risks with ideas, <i>form and content</i> , or methods to shape intent for an artwork.	
5.8.2.3.1	Apply <b>visual literacy strategies</b> to create art work that communicates ideas.	
5.8.2.3.2	Apply ethics of <i>appropriation, fair use, creative commons, open sources, and copyright</i> to the creation of artwork.	
5.8.2.4.1	Make revisions to a work of art after seeking feedback from multiple sources.	

## 3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.8.3.5.1	Collaboratively apply appropriate methods to prepare and present selected artwork for display.	
5.8.3.6.1	Develop and apply criteria for evaluating a collection of artwork for presentation.	
5.8.3.6.2	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	
5.8.5.9.1	Justify how contextual information contributes to one's understanding of an artwork.	
5.8.5.10.1	Distinguish different ways art is used to represent, establish, reinforce, and reflect <i>group identity</i> .	

## 4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.8.4.7.1	Explain how personal preferences and <b>aesthetic choices</b> impact both the creation and perception of artwork.	
5.8.4.8.1	Compare and contrast contexts in which viewers encounter images that influence ideas, emotions, and actions.	
5.8.4.8.2	Create a convincing and logical argument to support one's own evaluation of art.	
5.8.5.9.1	Justify how contextual information contributes to one's understanding of an artwork.	
5.8.5.10.1	Distinguish different ways art is used to represent, establish, reinforce, and reflect <i>group identity</i> .	

1. Foundations 5.A.1.1 – See separate chart

2. Create (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.9.2.2.1	Collectively or individually apply inquiry methods of observation and research to investigate an idea.	
5.9.2.2.2	Explore and plan <b>themes, ideas, concepts or styles in preparation</b> for an artwork.	
5.9.2.3.1	Synthesize <b>visual literacy strategies</b> and conceptual intent to create artwork for a specific purpose.	
5.9.2.3.2	Balance freedom and <i>ethical responsibility</i> in the use of images, materials, tools, and equipment during art making.	
5.9.2.4.1	Engage in constructive <i>critique</i> with peers, then reflect on, revise and refine works of art to improve one’s original artistic intent.	
5.9.5.9.1	Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.	

3. Present (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.9.3.5.1	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place, including an <i>artist statement</i> .	
5.9.3.6.1	Analyze, critique, and justify artwork in an <i>artist statement</i> for a collection or portfolio presentation.	
5.9.3.6.2	Analyze relationships between artists, artwork, and audience for impact of presentation.	
5.9.5.9.1	Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.	
5.9.5.10.1	Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.	

4. Respond (+ 5. Connect)

Code	Benchmarks	What this looks like in our district/my classroom
5.9.4.7.1	Construct multiple interpretations of an artwork.	
5.9.4.8.1	Evaluate the impact of an artwork to influence ideas, feelings and behaviors of specific audiences.	
5.9.4.8.2	When encountering artwork(s), synthesize one’s own evaluation of artwork(s) with a different evaluation of the same artwork(s).	
5.9.5.9.1	Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.	
5.9.5.10.1	Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.	