

Kindergarten Visual Arts

The standards for Kindergarten Visual Arts serve as the foundation for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students learn that art is a means for personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students come to understand that their works of art are unique and valuable as forms of self-expression.

Visual Communication and Production

- K.1 The student will create works of art that represent personal responses to art-making problems.
- K.2 The student will create works of art that express feelings and ideas.
- K.3 The student will follow a sequence of steps used in creating works of art.
- K.4 The student will create works of art that commemorate personal or community events.
- K.5 The student will create works of art that connect to everyday life.
- K.6 The student will create works of art that include the human figure as subject matter.
- K.7 The student will identify and use the following in works of art:
 - 1. Color—red, blue, yellow, green, orange, violet, brown, black, white
 - 2. Line—straight/curved, thick/thin, long/short, up/down/across
 - 3. Shape—circle, square, triangle, rectangle, oval
 - 4. Texture—visual, tactile
 - 5. Pattern—occurring naturally, made by people
- K.8 The student will recognize that objects occupy space.
- K.9 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.10 The student will create drawings from observation.
- K.11 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

Art History and Cultural Context

- K.12 The student will identify people who make art as “artists.”
- K.13 The student will identify purposes for creating works of art.
- K.14 The student will describe the concept that people in all cultures create works of art.

Analysis, Evaluation, and Critique

- K.15 The student will describe and respond to works of art.
- K.16 The student will classify objects in the environment by their visual qualities (e.g., color, texture, line, shape, pattern).

Aesthetics

- K.17 The student will select a preferred work of art and explain why it was chosen.

K.18 The student will describe ideas, experiences, and feelings expressed in personal and other works of art.

Grade One Visual Arts

The standards for Grade One Visual Arts continue to emphasize that the visual arts are about ideas. Development continues in cognitive, affective, sensory, and motor domains. The standards continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students learn that people have different responses to works of art.

Visual Communication and Production

- 1.1 The student will examine a variety of solutions to art-making problems.
- 1.2 The student will describe steps used in the creation of works of art.
- 1.3 The student will use the senses of sight, touch, and hearing as inspirations for works of art.
- 1.4 The student will create works of art inspired by stories or poems, ideas, and themes.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will depict personal experiences in works of art.
- 1.7 The student will identify and use the following in works of art:
 1. Color—primary
 2. Line—zigzag, dotted, wavy, spiral
 3. Shape—geometric, organic
 4. Pattern—alternating, repeating
- 1.8 The student will arrange shapes in space within the picture plane.
- 1.9 The student will identify and use figure-ground relationships in works of art.
- 1.10 The student will demonstrate the use of size relationships in works of art.
- 1.11 The student will create observational drawings of people and objects in the environment.
- 1.12 The student will use motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.

Art History and Cultural Context

- 1.13 The student will describe how art is an integral part of one's culture.
- 1.14 The student will identify American cultural symbols and events depicted in art.
- 1.15 The student will describe similarities and differences among various careers in the visual arts.

Analysis, Evaluation, and Critique

- 1.16 The student will describe the visual qualities and content of works of art.
- 1.17 The student will describe similarities and differences among works of art.
- 1.18 The student will explain why viewers may have different responses to works of art.

Aesthetics

- 1.19 The student will describe how feelings, ideas, and emotions are communicated in works of art.
- 1.20 The student will explain why works of art have value.
- 1.21 The student will express a point of view regarding what art is and what purposes it serves.

Grade Two Visual Arts

The standards for Grade Two Visual Arts focus on the acquisition of a reservoir of ideas for art making. Students acquire ideas from their own experiences, their schools, their communities, the environment, and the art of other cultures. Students express these ideas, using an increasing variety of art materials, skills, techniques, and processes.

Visual Communication and Production

- 2.1 The student will generate a variety of solutions to art-making problems.
- 2.2 The student will incorporate unanticipated results of art making into works of art.
- 2.3 The student will depict imaginary experiences in works of art.
- 2.4 The student will create works of art inspired by a variety of concepts, themes, and literary sources.
- 2.5 The student will identify and use the following in works of art:
 - 1. Color—secondary
 - 2. Form—three-dimensional (cube, cylinder, sphere, pyramid, cone)
 - 3. Line—vertical, horizontal, diagonal
 - 4. Shape—geometric, organic
 - 5. Pattern—complex alternating and repeating
- 2.6 The student will use foreground and background in works of art.
- 2.7 The student will depict objects according to size and proportion within works of art.
- 2.8 The student will use observational drawing in preparation for creating works of art.
- 2.9 The student will create works of art from observation.
- 2.10 The student will create three-dimensional works of art, using a variety of materials to include clay.

Art History and Cultural Context

- 2.11 The student will identify symbols from various cultures.
- 2.12 The student will identify works of art and elements of architecture of other cultures.
- 2.13 The student will compare works of art, elements of architecture, and artifacts of other cultures with those of their culture.
- 2.14 The student will recognize careers related to the art media used in instruction.

Analysis, Evaluation, and Critique

- 2.15 The student will categorize works of art by subject matter, including the genres of portrait, landscape, and still life.
- 2.16 The student will express opinions with supporting statements regarding works of art.
- 2.17 The student will interpret ideas and feelings expressed in personal and others' works of art.

Aesthetics

- 2.18 The student will distinguish between objects that occur naturally and objects made by people.
- 2.19 The student will identify public art and its value to the community.

- 2.20 The student will describe the meanings communicated and feelings evoked by works of art.
- 2.21 The student will explain ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three Visual Arts

The standards for Grade Three Visual Arts emphasize learning through inquiry. Students examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students investigate the integral role of art and architecture within various cultures, and they combine knowledge of art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve art-making problems.
- 3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.3 The student will identify craftsmanship in works of art.
- 3.4 The student will use imaginative and expressive strategies to create works of art.
- 3.5 The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.
- 3.6 The student will create works of art that communicate ideas, themes, and feelings.
- 3.7 The student will use the following in works of art:
 - 1. Color—intermediate, warm, cool
 - 2. Space—positive, negative
 - 3. Balance—symmetry, asymmetry, radial
 - 4. Contrast
 - 5. Pattern—motifs
- 3.8 The student will use organic and geometric shapes in observational drawing.
- 3.9 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.10 The student will use subtractive and additive processes in various media, including clay, to create sculptures.

Art History and Cultural Context

- 3.11 The student will identify how works of art and craft reflect times, places, and cultures.
- 3.12 The student will identify distinguishing characteristics of genres of art, including landscape, seascape, and cityscape.
- 3.13 The student will identify how history, culture, and the visual arts influence each other.
- 3.14 The student will identify common attributes of works of art created by artists within a culture.
- 3.15 The student will examine the relationship between form and function in the artifacts of a culture.
- 3.16 The student will compare and contrast art and architecture from other cultures.
- 3.17 The student will identify common characteristics of various art careers.

Analysis, Evaluation, and Critique

- 3.18 The student will analyze and interpret portrait, landscape, still life, and narrative works of art.
- 3.19 The student will analyze personal works of art, using elements of art and principles of design.

3.20 The student will express informed judgments about works of art.

Aesthetics

3.21 The student will describe the difference between art and non-art objects.

3.22 The student will determine reasons why art has quality and value.

3.23 The student will develop and describe personal reasons for valuing works of art.

Grade Four Visual Arts

The standards for Grade Four Visual Arts continue to emphasize the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as the basic building blocks for art appreciation and production. Students explore a range of art materials, subject matter, and ideas in their personal works of art. Students examine the influence of art of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art.
- 4.2 The student will demonstrate craftsmanship in personal works of art.
- 4.3 The student will use imaginative and expressive imagery to create works of art.
- 4.4 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.
- 4.5 The student will use the following to express meaning in works of art:
 - 1. Color—hue, tint, shade, intensity
 - 2. Texture—actual, implied
 - 3. Value—shading
 - 4. Pattern—repetition to imply movement
 - 5. Variety—to create interest
- 4.6 The student will analyze how line choices affect the intent of a work of art and make selections accordingly.
- 4.7 The student will make artistic choices to create compositional unity in works of art.
- 4.8 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.
- 4.9 The student will use contour drawing and shading techniques to create observational drawings.
- 4.10 The student will describe and use hand-building techniques to make a ceramic work of art.
- 4.11 The student will use craft techniques in works of art.

Art History and Cultural Context

- 4.12 The student will describe the roles of crafts and artisans in various cultures.
- 4.13 The student will describe artists and their work.
- 4.14 The student will compare and contrast characteristics of diverse cultures depicted in works of art.
- 4.15 The student will identify a variety of artists and art careers.

Analysis, Evaluation, and Critique

- 4.16 The student will identify ways that works of art from popular culture reflect the past and influence the present.
- 4.17 The student will compare and contrast abstract, representational, and nonrepresentational works of art.

4.18 The student will analyze works of art based on visual properties and contextual information.

4.19 The student will interpret works of art for multiple meanings.

Aesthetics

4.20 The student will describe how personal beliefs influence responses to works of art.

4.21 The student will formulate questions about aesthetic aspects of works of art.

4.22 The student will explain how criteria used to assess the value of art may vary from one culture to another.

4.23 The student will explain preferences for works of art by responding to aesthetic questions.

Grade Five Visual Arts

The standards for Grade Five Visual Arts enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Students gain fluency in using and understanding the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as they relate to artistic expression and communication.

Visual Communication and Production

- 5.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
- 5.2 The student will execute and complete works of art with attention to detail and craftsmanship.
- 5.3 The student will express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.
- 5.4 The student will identify and apply ethical decisions in art making.
- 5.5 The student will use the following to express meaning in works of art:
 1. Color—student-mixed hues, tints, shades, tones
 2. Form—convex, concave, positive, negative
 3. Texture—surface embellishment
 4. Value—gradation to create the illusion of depth on a two-dimensional surface
 5. Balance—formal, informal
 6. Pattern—repetition to create rhythm
- 5.6 The student will use atmospheric perspective in works of art.
- 5.7 The student will use size and proportion to emphasize spatial relationships in works of art.
- 5.8 The student will draw the human figure in proportion from observation.
- 5.9 The student will use contemporary media to create works of art.
- 5.10 The student will create sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.
- 5.11 The student will combine various craft techniques in works of art.

Art History and Cultural Context

- 5.12 The student will examine the influence of historic events on works of art.
- 5.13 The student will describe similarities and differences among art and artists from a variety of cultures.
- 5.14 The student will compare and contrast contemporary and historical works of art, including architecture.
- 5.15 The student will describe how artists contribute to society.
- 5.16 The student will describe various commercial art careers.

Analysis, Evaluation, and Critique

- 5.17 The student will compare and contrast natural and constructed environments.

- 5.18 The student will analyze and interpret works of art based on visual properties and context.
- 5.19 The student will analyze an artist's point of view based on contextual information.
- 5.20 The student will use specific criteria to evaluate a finished product.

Aesthetics

- 5.21 The student will describe how criteria used to assess the value of art may vary over time.
- 5.22 The student will select a preferred work of art and defend the selection.
- 5.23 The student will compare and contrast objects in terms of aesthetic preferences.
- 5.24 The student will reflect on and describe the nature of art.