

VISUAL ARTS

Grades K-5

PURPOSE

Art contains the elements of line, color, shape, form, texture, value and space. The interrelationship of these elements within an art object forms the basis of a well-structured yet flexible means of self-expression. The acquisition of art skills and knowledge enhances a student's natural self-expression, allowing him/her to interpret ideas, information, feelings and emotions through visual means. Development of cultural awareness occurs through participation in art experiences that reflect historical and cultural diversity. Students are encouraged to view art as an integral part of their daily lives as they apply art skills and knowledge to their grade level curriculum, extra-curricular projects and leisure activities.

Each elementary grade level receives experiences designed to introduce and develop an understanding of the elements and principles of art through studio experiences that may include drawing, painting, clay work, graphics, two and three dimensional design, multi-media and/or crafts. Each area allows for a student's individual needs and differences. Art experiences receive varying degrees of emphasis depending upon grade level. Each is appropriate to the total elementary school art program which encompasses the necessary fundamentals for more specialized creative endeavors. In grade six, increased emphasis is placed on western art history and the art of other time periods and cultures.

I. STUDENT OUTCOMES

- A. Students will apply the elements and principles of art, and use media and techniques common to the arts, to create a work of art. (1.1)
- B. Students will investigate, experience and participate in visual arts activities representing various historical periods and world cultures. (1.2)
- C. Students will demonstrate participation skills by working and creating individually and cooperatively. (1.3)
- D. Students will use their senses, imagination and personal memories to express ideas and feelings when creating and understanding works of art. (1.3)
- E. Students will use the language of art to observe, describe, analyze, interpret and evaluate the quality of their work and the work of others. (1.4)

II. CONTENT (cumulative progress indicators define each of the four content standards)

A. The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art

1. By the end of Grade 2, students will:

- a. Identify the basic elements of art and principles of design in diverse types of artwork. (1.1.2.D.1)
- b. Identify elements of art and principles of design in specific works of art and explain how they are used. (1.1.2.D.2)

2. By the end of Grade 5, students will also:

- a. Identify elements of art and principles of design that are evident in everyday life. (1.1.5.D.1)
- b. Compare and contrast works of art in various mediums that use the same art elements and principles of design. (1.1.5.D.2)

B. History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures

1. By the end of Grade 2, students will:

- a. Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. (1.2.2.A.1)
- b. Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures. (1.2.2.A.2)

2. By the end of Grade 5, students will also:

- a. Recognize works of visual art as a reflection of societal values and beliefs. (1.2.5.A.1)
- b. Relate common artistic elements that define distinctive art genres in visual art. (1.2.5.A.2)

- c. Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history. (1.2.5.A.3)

C. Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art

1. By the end of Grade 2, students will:

- a. Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. (1.3.2.D.1)
- b. Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. (1.3.2.D.2)
- c. Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. (1.3.2.D.3)
- d. Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. (1.3.2.D.4)
- e. Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. (1.3.2.D.5)

2. By the end of Grade 5, students will also:

- a. Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (1.3.5.D.1)
- b. Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. (1.3.5.D.2)

- c. Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. (1.3.5.D.3)
- d. Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (1.3.5.D.4)
- e. Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. (1.3.5.D.5)

D. Aesthetic Responses All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

1. By the end of Grade 2, students will:

- a. Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). (1.4.2.A.1)
- b. Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. (1.4.2.A.2)
- c. Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). (1.4.2.A.3)
- d. Distinguish patterns in nature found in works of dance, music, theatre, and visual art. (1.4.2.A.4)

2. By the end of Grade 5, students will also:

- a. Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. (1.4.5.A.1)
- b. Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. (1.4.5.A.2)
- c. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context)..D. Critique (observe, describe, analyze, interpret and evaluate the content, quality and meaning of works of art). (1.4.5.A.3)

E. Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

1. By the end of Grade 2, students will:

- a. Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. (1.4.2.B.1)
- b. Apply the principles of positive critique in giving and receiving responses to performances. (1.4.2.B.2)
- c. Recognize the main subject or theme in works of dance, music, theatre, and visual art. (1.4.2.B.3)

2. By the end of Grade 5, students will also:

- a. Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. (1.4.5.B.1)
- b. Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (1.4.5.B.2)
- c. Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. (1.4.5.B.3)

- d. Define technical proficiency, using the elements of the arts and principles of design. (1.4.5.B.4)
- e. Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. (1.4.5.B.5)

III. ACTIVITIES AND MATERIALS

- A. The elements and principles of art are practically applied during lessons integrating the creative process, history of arts and culture, aesthetic responses, critique methodologies, and performance in studio experiences that may include drawing, painting, two and three-dimensional design, clay, textiles, graphics, mixed-media and/or crafts.
- B. Individual students and/or whole classes will have works of art presented in exhibition areas inside and outside the classroom.

IV. EVALUATION

- A. Students will be expected to complete classroom and homework assignments on time.
- B. Students will be expected to listen to and follow teacher directions.
- C. Students will demonstrate safe and proper use of art tools, materials and equipment.
- D. Students will be expected to participate cooperatively in class.
- E. Students will be expected to demonstrate an understanding of art concepts.
- F. Students will be expected to demonstrate progress in artistic skills.
- G. The final grade represents the teacher's professional judgment of student performance. All of the above are included in the evaluation process.

REVISED:

August 1992; August 1994; August 2000; August 2002; January 2003; April 2005;
Reviewed October 2007; September 2010