

In the CORE CONCEPT in dance, music, theatre, and the **visual arts**, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts.

GUIDING PRINCIPLES

- I. An effective arts curriculum provides a sequential program of instruction in dance, music, theatre, and **visual arts** for all students beginning in preschool and continuing through high school.
- II. An effective arts curriculum emphasizes development of students' skills and understanding of creating, performing, and responding.
- III. An effective arts curriculum promotes knowledge and understanding of the historical and cultural contexts of the arts.
- IV. An effective arts curriculum uses a variety of assessment methods to evaluate what students know and are able to do.
- V. An effective arts curriculum provides opportunities for students to make connections among the arts, with other disciplines within the core curriculum, and with arts resources in the community.

Visual arts education inspires students to perceive and shape the visual, spatial, and aesthetic characteristics of the world around them. Using a variety of ways to explore, learn, and communicate, students develop their capacity for imaginative and reflective thinking. The field includes the traditional "fine arts" of drawing, painting, photography, printmaking, and sculpture; the design fields including industrial, ceramic, textile, furniture, and graphic design; and architecture, landscape design and urban, regional, and rural planning. Visual arts is a continuously evolving field that also explores technologies such as film, holography, video, and other electronic forms of image-making.

The PreK–12 Learning Standards for the Visual Arts:

1. **Methods, Materials, and Techniques.** Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
2. **Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.
3. **Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
4. **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

5. Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Connections Strand/Purposes of the Arts.

6. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

7. Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

8. Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

9. Inventions, Technologies and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

10. Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

GRADE LEVEL LEARNING STANDARDS By the end of grade 4 Students will

1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects

1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction

1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques

1.4 Learn to take care of materials and tools and to use them safely By the end of grade 8 Students will

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8
1.7 Maintain the workspace, materials, and tools responsibly and safely

By the end of grade 4 Students will

2.1 For color, explore and experiment with the use of color in dry and wet media Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork Explore how color can convey mood and emotion For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors.

2.2 For line, explore the use of line in 2D and 3D works Identify a wide variety of types of lines in the environment and in artwork For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.

2.3 For texture, explore the use of textures in 2D and 3D works Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork Create representations of textures in drawings, paintings, rubbings, or relief

2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork

2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns.

2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance Demonstrate an understanding of foreground, middle ground, and background Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

By the end of grade 4 Students will

3.1 Create 2D and 3D artwork from direct observation For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.

3.2 Create 2D and 3D expressive artwork that explores abstraction. For example, a student simplifies an image by making decisions about essential colors, lines, or textures.

3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

By the end of grade 4 Students will

4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.

4.2 Select works for exhibition and work as a group to create a display

4.3 As a class, develop and use criteria for informal classroom discussions about art

By the end of grade 4 Students will

5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work

5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film

5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks

5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group