

1. Content Standard: Elements of Visual Arts

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will
identify elements of visual arts. (a)	recognize value, texture, and pattern and be able to use those in visual products. (a)	recognize space concepts and linear perspective. (a)	use elements and principles to communicate a visual idea. (a)	demonstrate the ability to compare two or more approaches using the elements of visual arts. (a)
recognize types of line, shape differentiation, and know the names of primary and secondary colors. (b)	use color mixing. will use elements of art to communicate ideas. (b)	be able to critically analyze elements and principles in a visual work of art. (b)	begin to develop a more personal use of the visual art elements. (b)	create multiple solutions to specific visual arts problems. (b)
distinguish between basic shapes and forms. (c)	recognize principles of design: balance, placement, composition, proportion, and overlapping. (c)	be able to depict a 3D form on a 2D surface. (c)	be able to recognize and understand these elements in the work of others. (c)	present rationales for their approaches and solutions. (c)

Key Questions:

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
How are lines and shapes different?	How do you mix a complementary color? Why would you choose to use a complementary color?	What visual elements did the artist use? Why do you think the artist chose to incorporate those elements?	What is the artist trying to tell you by the art elements used?	Why was the selected technique or media used to create this product (painting, sculpture, collage, etc.)?
How do you make a secondary color?	How and why would you use overlapping in a painting?	How do you create depth on a two dimensional surface?	What are the elements that show differences in style? What makes them different?	What is the artist trying to say? What does the work mean? How has the artist used the elements to engage the viewer?

2. Content Standard: Understanding and applying media, techniques, and processes

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will
recognize a variety of materials. (a)	recognize the differences between materials, techniques, and processes. (a)	select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. (a)	apply media, techniques, and processes with skill, confidence, and sensitivity. (a)	communicate ideas consistently at a high level of effectiveness in visual arts media, techniques, and processes. (a)
explore and experiment with materials. (b)	describe how different materials, techniques, and processes cause different effects. (b)	intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas. (b)	conceive and create works of visual art that communicate ideas through the use of media, techniques, and processes. (b)	initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation. (b)
use art materials and tools in a safe and responsible manner. (c)	use art materials and tools in a safe and responsible manner. (c)	use art materials and tools in a safe and responsible manner. (c)	use art materials and tools in a safe and responsible manner. (c)	use art materials and tools in a safe and responsible manner. (c)

Key Questions:

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Which medium do you like to work in and why?	How would this work look if the artist chose another medium? What would change?	Would the artist's idea be communicated as effectively in another medium?	Why did you select the medium(s) and technique (s) for your artwork?	How does the medium, technique, and process make this work effective?
What are art materials and how do we use them?	What techniques would you use to make different textures?	What are the difference in procedure of watercolor painting and charcoal drawing?	Which materials, techniques, and processes would you choose to best communicate a problem's desired outcome?	What is the difference between consistency and experimentation when using art materials to create individual and unique pieces of art?
How is drawing with crayons different from painting with paint?				

3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas.

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will
explore personal content through memory, imagination, and feeling. (a)	select and use subject matter, symbols, and ideas to communicate intended meaning. (a)	employ spatial and temporal concepts to communicate meaning through art work. (a)	recognize how works of art differ in visual, spatial, temporal, functional, and contextual terms. (a)	use a developed vocabulary to defend aesthetic judgments. (a)
respond and express feelings about their art work and the work of others. (b)	interpret art work and make choices, decisions, and comparisons about them. (b)	use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in works of art. (b)	apply subjects, symbols, and ideas to works of art and those skills learned in works of art. apply aesthetic judgment to the subjects, symbols, and ideas presented in works of art. (b)	using aesthetic judgment, evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others. (b)

Key Questions:

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
What's happening in this art work?	What message or meaning is the art work expressing?	How does the artist create the illusion of 3D space on a 2D surface?	How are the subjects, symbols, and ideas presented in two works of art?	Using aesthetic judgment, which artist presented their symbols, subject, and ideas more effectively?
How do these works of art make you feel?	How do these two art works differ from one another, and which one do you prefer and why?	What symbols, subject matter, and ideas did the artist use to express the theme of the art work?	Why do these works differ even though the subject matter is the same?	How does the creation of space contribute to the meaning of an artist's work? Compare and contrast three examples.
How does your own art work make you feel? Why did you select a particular color? What are you trying to say?	What details tell you about what is going on in the work?		What are the similarities and differences in how two artists have created the illusion of space?	

4. Content Standard: Understanding the visual arts in relation to history and cultures.

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will
see and recall specific works of art belonging to different places, cultures, and times. (a)	recognize the characteristics of art works in various eras and cultures. (a)	describe the historical and cultural elements in specific works of art.. (a)	analyze and interpret art works in relation to form, context, and purposes. (a)	analyze relationships of works of art to one another in terms of history, aesthetics, and culture. (a)
	describe and place a variety of art objects in historical and cultural contexts. (b)	describe the function and explore the meaning of specific art objects within varied cultures, times, and places. (b)	analyze and interpret works of critics, aestheticians, and artists. (b)	justify conclusions made in analysis and use such conclusions to create an art work. (b)
	demonstrate how the visual arts affect history, culture, and environment. (c)	analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art. (c)		

Key Questions:

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Do these art works belong to the same or different places, cultures, or times? How do you know? Why was the particular artifact or art work created? For what purpose?	After viewing a pre-selected work of art the student is asked to recall, “Where is this work of art taking place?”, or “What culture/peoples does this work of art represent?”	After viewing a pre-selected work of art the student is asked to recall, “Where is this work of art taking place?”, “What culture/peoples does this work of art represent?” and “What was going on in history at this time?”	After viewing a series of pre-selected works of art, the student is to answer the following questions: “What was going on in history at the time this work was done?” “What factors of time and place (climate, resources, ideas, technology) influence the works of art?”	What are the similarities and differences between these two artists from different cultures whose work represents the same themes or subjects?
Who are the people in this art work, what are they doing, and how are they like/not like you?	How can you tell that these works of art belong to different places, cultures, and/or times?	How do religion, race, and cultural values affect an art work?	Comparing an ancient artifact to its modern day counterpart, what are differences/similarities in function, aesthetics, and meaning?	What meaning and value does a work of art express?

5. Content Standards: Reflecting upon and assessing the characteristics and merits of students' own work and the work of others.

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will
show and tell the various purposes for creating works of visual art. (a)	describe how people's experiences are shown in specific art work. (a)	compare multiple purposes for creating works of art. (a)	identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works. (a)	correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions. (a)
describe how art work tells stories. (b)	explain various purposes for creating works of visual art. (b)	analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry. (b)	describe meanings of artworks by analyzing how specific works are created. (b)	describe meanings of artworks by analyzing how specific works are created. (b)
respond to art work based on their own experiences. (c)		describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures. (c)	reflect analytically on various interpretations as a means for understanding and evaluating works of visual art. (c)	reflect analytically on various interpretations as a means for understanding and evaluating works of visual art. (c)

Key Questions:

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Describe the story behind one of your works of art. Why and how is it important to you?	How does the artist communicate ideas to you through a work of art?	What was the purpose (utilitarian or aesthetics) of the artifact or art work?	How does the artist engage the viewer in a work?	In your opinion, how are the ideas, attitudes, views and intentions of the artist reflected in the finished product (artwork)?
Why do you think an artist makes art?	What experiences did the artist show to you in the art work? What experience are you trying to show in your art work?	How did the historical conditions affect the artist and the final product (art work)?	Identifying the use of a traditional medium, how could you use this medium in a contemporary way?	Can you create a visual solution for a political problem? How is a poster used for propaganda?

6. Content Standards: Making connections between visual arts and other disciplines

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will	Achievement Standard: Students will
interpret verbally a pictorial story in sequence that relates to other disciplines. (a)	use skills of speaking and writing in presenting (critical analysis of) their art work. (a)	compare the creative and critical processes of the visual arts with those of other disciplines. (a)	research content in a visual discipline as it relates to content in another discipline. (a)	solve a problem collaboratively with other individuals in other disciplines. (a)
create their own pictorial story that relates to another theme studied in another discipline. (b)	use observation, discovery, and critical thinking skills. (b)	identify similar vocabulary and concepts among the five art disciplines (visual arts, music, theatre, dance, writing) ex. Movement, theme, repetition, contrast, and balance. (b)	analyze the function of art in their lives and in society. (b)	use a visual art form to solve a problem in another discipline. (b)
recognize structure, shape, and pattern in other disciplines. (c)				

Key Questions:

K-2	3-5	6-8	9-12 Proficient	9-12 Advanced
Why can't we eat crayons?	How can you tell if an art material is toxic or non-toxic?	What would you include in your critique of this work if you were the arts editor for a newspaper?	What are the disciplines identified in this visual art image? (Be sure to include the process of making the artwork and the finished product.	How does the integrity of a given idea/concept change as it is communicated through the visual arts and other content disciplines?
How can you tell a story in pictures?	Can you write a description of this painting?	What art elements are common to visual art, dance, music, and theatre?	How has art been defined over time? Who decides "What is art"?	How is a theatre production like a painting?
	How do visual artists tell stories, record events, and foreshadow the future?	How does the material from which an object is made determine how well it survives over time?	What is your own definition of "What is art"?	

Products for Grade Level K-2	Standards
<p>Contour drawing of self/ life-size contour. The students will begin with observational drawing of eyes, nose, and mouth. The students will discuss the symmetry and proportion of the facial features and expressions. Students will select a partner and create life-size figures on butcher paper by tracing around each other's reclining figures. The students will discuss and place body parts within the contour outline of the body (heart, lungs, stomach). The students will identify and cut out from magazines body parts and locate them within the contours of the figure. In addition, students will add other elements from magazines such as shoes, sunglasses, etc. Students will discuss the production process of their figure and tell how they made color and design choices. Student images will be displayed in the K-2 wing of the school.</p>	<p>1-b 2-a,b 3-b 5-a,c</p>
<p>Students will explore the use of animals in art from cultures around the world. First students will think about the ways animals are used in our culture, bringing in pictures of animals in every day life (mascots for sports teams, car advertisements, the American eagle, state animals, etc.) . After looking at the variety of ways that animals appear in art through slides or museum visits, students will divide into small groups and choose a culture to study in greater depth (art of ancient Africa, The ancient Americas, China, Japan). Students will look at the kinds of animals that live in those areas today as well as the animals that are represented in art. Students will then find examples of the mythological creatures that appear in the art of their chosen culture. Students will then create their own mythological creatures in 2-D or 3-D media, and present it to the class along with a discussion of the special powers their creature possesses and why they chose the medium they used to represent it.</p>	<p>2-b,c 3-b 4-a 5-a,b 6-b</p>

Products for Grade Level 3-5	Standards
<p>Students will review contour drawing of the face. After researching Asian, Native American and African masks, students will discuss the variety of textures, patterns and expressions they might use on their masks and how these elements effect the feeling of the mask. Students will visit a museum to view and discuss objects (masks) from an ancient culture. Students will select a favorite object, study it visually through sketching and note taking, do further research as appropriate, then discuss how that object embodies some aspect (religion, daily life, literature, transportation, technology, etc.) of the culture in which it was produced. Each student will create his/her own personal mask or special 3-D object to be used for a special ceremony or occasion. The students will present their completed art work and discuss the art elements, historical significance and personal choices used in it's creation.</p>	<p>1-a,b,c 2-a,b,d 3-a,b, 4-a 5-a,c</p>
<p>Students will listen to excerpts from a variety of musical compositions and describe/respond to the music with a variety of line drawings using colored pencils. The students will respond to a list of personality traits and emotions and assign a type of line, a color and a texture to each word. Students will choose the words that best describe themselves from the former exercise and combine the corresponding colors, lines and textures to create a personal description of themselves using mixed media. The students will study how Van Gogh used line, color and texture in his paintings. Students will also learn about his life and times. Students will choose a Van Gogh painting that appeals to them the most and using a similar theme, incorporate its qualities into a painting of their own.</p>	<p>1-a,b,c 2-a,b 3-a,b 4-a,b 5-a,b 6-a,b</p>

