

Art Standards Kindergarten

1. Know about the things that are in art.

- A. Know the basic colors.
- B. Know when colors are lighter or darker.
- C. Know about point, line, and shape.
- D. Know about texture by touch and appearance.
- E. Be able to find point, line, shape, and texture in many places.

2. Know about art.

- A. Know what art is (creating things to communicate ideas and show beauty by visual images) and where it can be found (everyday objects, formal art, advertising, decorative elements, buildings, etc.)
- B. Know that artists make many different kinds of art (painting, drawing, ceramics, mixed media, functional objects, cake decorating, carving, etc.)
- C. Know that art is made all over the world. (Know art is produced by peoples of all cultures.)
- D. Know artists get their ideas in many ways (nature, other visual art, other art forms such as poetry and fiction, imagination, history and current events, emotions, etc.)
- E. Be able to say how you feel about a work of art.
- F. Be able to describe art using some art vocabulary.

3. Be able to make and talk about many kinds of art. (Be able to experiment with a wide variety of art materials.)

- A. Be able to make different kinds of art by yourself and with others. (Be able to complete a finished work of art with different materials/media (drawing, finger and brush painting, clay and similar materials, paper maché, paper folding, mixed media.)
- B. Be able to plan the art before you do it.
- C. Be able to say why you made the art. (Be able to express feelings associated with creating art.

4. Enjoy and know about art made in the Philippines.

- A. Know about the art made in the Philippines. (Different styles, subject matter, media, history)
- B. Be able to identify a few famous examples of the art of the Philippines.
- C. Be able to create art in imitation of the art of the Philippines and explain how it imitates that art.

5. Enjoy and know about the artist, Eric Carle.

- A. Know about Eric Carle (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter)
- B. Be able to identify a few famous examples of the art of Eric Carle.
- C. Be able to create art in imitation of the art of Eric Carle and explain how it imitates that art.

Art Standards First Grade

- 1. Be able to use the elements of art, especially color and line, to make things.**
 - A. Know the elements of art and be able to find them in many things (art, everyday objects, and nature.)
 - B. Be able to find the primary colors in many things (art, everyday objects, and nature.)
 - C. Know the secondary colors.
 - D. Be able to tell cool colors from warm colors.
 - E. Be able to use many colors in your art.
 - F. Be able to find lines in many things.
 - G. Be able to use line to make shapes and to draw.

- 2. Be able to use the principles of art, especially contrast and repetition, to make things.**
 - A. Know the principles of art and be able to find them in many things (art, everyday objects, and nature.)
 - B. Be able to find repetition in many things (art, everyday objects, and nature.)
 - C. Be able to variety in many things (art, everyday objects, and nature.)
 - D. Be able to use repetition and variety to make patterns, art, and other things.

- 3. Be able to make many kinds of art and useful things. Be able to use a variety of art materials to create own original art and functional objects.**
 - A. Be able to plan the art before you do it.
 - B. Be able to complete many kinds of art by yourself and with others.
 - C. Be able to say why you made the art. (Be able to identify the idea/motivation behind the work.)
 - D. Be able to say what it is like to make art. (Be able to express feelings associated with creating art.)
 - E. Be able to show color, line, repetition, and variety in your art.

- 4. Enjoy and know about art made in Korea.**
 - A. Know about the art made in Korea. (Different styles, subject matter, media, history)
 - B. Be able to identify a few famous examples of the art of Korea.
 - C. Be able to create art in imitation of the art of Korea and explain how it imitates that art.

- 5. Enjoy and know about the artist, Grandma Moses.**
 - A. Know about Grandma Moses (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter.)
 - B. Be able to identify a few famous examples of her art.
 - C. Be able to create art in imitation of the art of Grandma Moses and explain how it imitates that art.

Art Standards Second Grade

1. Be able to use the elements of art, especially shape and line, to make creative things.

- A. Know the elements of art and be able to find them in many things (art, everyday objects, and nature.)
- B. Be able to find circles, squares, triangles, rectangles, and irregular shapes in many things (in isolation, art, everyday objects, and nature.)
- C. Be able to make shapes in the same size and smaller or larger.
- D. Be able to find lines in many things (art, everyday objects, and nature.)
- E. Be able to make lines with fingers, pencils, crayons, brushes, markers, and found objects and use these lines to make shapes and drawings.
- F. Be able to say why you used shapes and lines in your art.

2. Be able to use the principles of art, especially pattern and movement, to make creative things.

- A. Be able to identify principles in art, everyday objects, and nature.
- B. Be able to identify patterns in art, everyday objects, and nature.
- C. Be able to identify movement in art, everyday objects, and nature.
- D. Be able to create examples of both pattern and movement in your art and in designing objects and decorating.
- E. Be able to explain the purpose of pattern and movement in your art.

3. Be able to make many kinds of art and useful things and be able to decorate things. Be able to use a variety of art materials to create own original art, functional objects, and/or decorative elements.

- A. Be able to plan the art before you do it.
- B. Be able to complete many kinds of art by yourself and with others.
- C. Be able to say why you made the art. (Be able to identify the idea/motivation behind the work.)
- D. Be able to show shape, line, pattern, and movement in your art.

4. Enjoy and know about art made in France.

- A. Know about the art made in France. (Different styles, subject matter, media, history.)
- B. Be able to identify a few famous examples of the art of France.
- C. Be able to create art in imitation of the art of France and explain how it imitates that art.

5. Enjoy and know about the artist, Van Gogh.

- A. Know about Van Gogh (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter.)
- B. Be able to identify a few famous examples of the art of Van Gogh.
- C. Be able to create art in imitation of the art of Van Gogh and explain how it imitates that art.

Art Standards Third Grade

1. Be able to use the elements of art, especially texture and value, to create art and objects.

- A. Know the elements of art and be able to find them in many things (art, everyday objects, and nature.)
- B. Be able to identify and describe different textures by touch and appearance in many things (in isolation, art, everyday objects, and nature.)
- C. Be able to copy visual textures and show it in art.
- D. Be able to identify primary and secondary colors and cool and warm colors.
- E. Be able to identify and describe the mood of colors of different value.
- F. Be able to create colors of different value and use them in own original art.
- G. Be able to explain the purpose of textures and values in your art.

2. Be able to use the principles of art, especially balance and unity, to make art and objects.

- A. Be able to distinguish between the principles of art and identify principles in art, everyday objects, and nature.
- B. Be able to identify balance and imbalance in art, everyday objects, and nature.
- C. Be able to identify unity in art, everyday objects, and nature.
- D. Be able to create examples of balance, imbalance, and unity in your art and in designing objects and decorating.
- E. Be able to explain the purpose of balance, imbalance, and unity in your creative products.

3. Be able to use many kinds of art materials, especially clay-like materials and painting materials (finger, tempera, watercolors, with unusual applicators such as sponges or toothbrushes,) to create art and useful things and to decorate.

- A. Be able to plan the art before you do it.
- B. Be able to complete many kinds of art by yourself and with others.
- C. Be able to say why you made the art and what the idea behind it was.
- D. Be able to say what it is like to make art (express feelings associated with creating art.)
- E. Be able to show and explain the use of texture, value, balance, and unity in your art.

4. Enjoy and know about art made in Mexico/Chile.

- A. Know about the art made in Mexico/Chile. (Different styles, subject matter, media, history)
- B. Be able to identify a few famous examples of the art of Mexico/Chile.
- C. Be able to create art in imitation of the art of Mexico/Chile and explain how it imitates that art.

5. Enjoy and know about the artist, Monet.

- A. Know about Monet (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter.)
- B. Be able to identify a few famous examples of the art of Van Monet.
- C. Be able to create art in imitation of the art of Monet and explain how it imitates that art.

Art Standards Fourth Grade

1. Be able to use the elements of art, especially point, space, and form, in creative products.

- A. Be able to distinguish between the elements of art and identify elements in intentional art, everyday objects, and nature.
- B. Be able to identify and describe the use of space and form in formal art, everyday objects, and nature.
- C. Be able to reproduce forms in same, smaller, and larger sizes.
- D. Be able to identify key points in formal art and everyday objects.
- E. Be able to identify key points in your creative products and use them to preplan and design.
- F. Be able to explain the purpose of space and form in your art.

2. Be able to use the principles of art, especially emphasis, in creative products.

- A. Be able to distinguish between the principles of art and identify principles in formal art, everyday objects, and nature.
- B. Be able to identify emphasis in formal art, everyday objects, and nature, and contrast it to repetition, pattern, and variety.
- C. Be able to create examples of emphasis, especially in contrast to repetition, pattern, and variety, in your art and in designing objects and decorative elements.
- D. Be able to explain the purpose of emphasis in your creative products.

3. Be able to use many kinds of art materials, especially molding and carving materials (papier maché, potatoes, soap, etc.) and simple forms of printing (potatoes, screening, found objects, etc.) to create art to create art.

- A. Be able to preplan the work.
- B. Be able to complete individually and/or in groups finished artistic work.
- C. Be able to identify the idea or motivation behind the work.
- D. Be able to identify and explain the use of different elements in your art.

4. Enjoy and know about art made in Japan.

- A. Know about the art made in Japan. (Different styles, subject matter, media, history)
- B. Be able to identify a few famous examples of the art of Japan.
- C. Be able to create art in imitation of the art of Japan and explain how it imitates that art.

5. Enjoy and know about the artist, Picasso.

- A. Know about Picasso (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter.)
- B. Be able to identify a few famous examples of the art of Picasso.
- C. Be able to create art in imitation of the art of Picasso and explain how it imitates that art.

Art Standards Fifth Grade

1. Be able to use the elements of art to analyze and make creative products.

- A. Be able to distinguish between the elements of art and identify elements in created art, everyday objects, and nature.
- B. Be able to identify, analyze and describe the use of the elements of art in created art, everyday objects, and nature.
- C. Be able to reproduce forms in same, smaller, and larger sizes.
- D. Be able to identify key points in formal art and everyday objects.
- E. Be able to identify key points in your creative products and use them to preplan and design.
- F. Be able to explain the purpose of space and form in your art.

2. Be able to use the principles of art to analyze and make creative products.

- A. Be able to distinguish between the principles of art and identify elements in art, everyday objects, and nature.
- B. Be able to identify, analyze and describe the use of the principles of art in art, everyday objects, and nature, and contrast it to repetition, pattern, and variety.
- C. Be able to analyze formal art, everyday objects, and nature using the principles of art.
- D. Be able to preplan and use the principles of art in your artwork.
- E. Be able to evaluate your art.

3. Be able to use a wide variety of art materials to create both two-dimensional and three-dimensional art (drawing, painting, molding/forming, mixed media, etc.)

- A. Be able to complete individually and/or in groups finished art work which displays purpose, aesthetic appeal, and use of the elements and principles of art.
- B. Be able to identify the idea and mood of the art work.
- C. Be able to identify and utilize materials.

4. Be able to explain how art is connected to other subjects.

- A. Know how visual arts are related to the other arts (purpose, communication, media, feelings and moods, common interests, etc.)
- B. Know that art has a history which is related to history in general.
- C. Know some of the scientific principles related to art (colors, light, states of matter, solubility, etc.)
- D. Know some of the mathematical principles related to art (proportion and scale, geometry, pattern and repetition, measurement, etc.)
- E. Be able to use art to respond to other art forms (literature, music, dance) and to demonstrate understanding in other subject areas (graphs, maps, diagrams, plays and performances, etc.)

5. Enjoy and know about art made by Native Americans.

- A. Know about the art made by Native Americans. (Different styles, subject matter, media, history)
- B. Be able to identify a few famous examples of the art of the Native Americans.
- C. Be able to create art in imitation of the art of the Native Americans and explain how it imitates that art.

6. Enjoy and know about the artist, Georgia O'Keefe.

- A. Know about Georgia O'Keefe (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter.)
- B. Be able to identify a few famous examples of the art of Georgia O'Keefe.
- C. Be able to create art in imitation of the art of Georgia O'Keefe and explain how it imitates that art.

Art Standards Sixth Grade

1. Using many media and materials, be able to combine the elements and principles of art to make two- and three-dimensional products which have purpose and aesthetic appeal.

- A. Be able to explain use of the elements and principles of art in art, everyday objects, and nature.
- B. Be able to evaluate the purpose and aesthetic appeal and specifically describe your reaction to intentional art, everyday objects, and nature.
- C. Be able to pre-plan your original art using the elements and principles of art.
- D. Be able to analyze, explain and evaluate your original art using the elements of art.
- E. Be able to identify and utilize different art materials.

2. Possess an introductory understanding of theme, style, and techniques found in art.

- A. Know the concepts of theme, style and technique, in different art periods.
- B. Using artistic terms and concepts, be able to give a personal response to art history.
- C. Be able to create art in imitation of these periods.
- D. Be able to identify, classify and describe theme, style, and technique in art.
- E. Be able to recognize theme, style, and technique in your own artistic work.

3. Individually or in a group, be able to create unique, personally expressive, creative products.

- A. Be able to choose media, style, technique, theme, and subject matter.
- B. Be able to pre-plan and complete several rough outs of the final product.
- C. Be able to complete a final work of art, design, or product which fulfills the proposed purpose, is aesthetically pleasing, and combines the elements and principles of art.
- D. Be able to evaluate your product using artistic terms and concepts.

4. Be familiar with art-based career choices.

- A. Know several art-based career choices (painter, sculptor, commercial artist, designers, architecture, etc.)
- B. Know the basic requirements and rewards of art as a career or of some art-based occupations.
- C. Learn about local or famous people with art-based careers.

5. Evaluate art made by the country/culture of North America.

- A. Know about the art made by Americans. (Different styles, subject matter, media, history)
- B. Be able to identify a few famous examples of the art of North America.
- C. Be able to create art in imitation of the art of the North America and explain how it imitates that art.

6. Enjoy and know about the artist, Ansel Adams.

- A. Know about Ansel Adams (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter.)
- B. Be able to identify a few famous examples of the art of Ansel Adams.
- C. Be able to create art in imitation of the art of Ansel Adams and explain how it imitates that art.

Visual Arts

Grading

1. follows directions
2. uses time well

Definition of Elements:

Line, form, color, texture, shape

The value of color pertains to the intensity of color.

Definition of Art Principles:

The way you put art elements together:

Balance

Unity = in a composition, things tie together, e.g. fruit in still life

Texture