

ART

Kindergarten

CREATING

- ❖ Exhibit a willingness to explore and experiment with color, line, texture, shape, pattern, form and space
- ❖ Learn and use appropriate basic vocabulary related to method and materials, including *draw, paint, trace, shape, fold, glue, clay, pastels*
- ❖ Create artwork from direct observation
- ❖ Create artwork from memory and imagination
- ❖ Explore the use of dry (crayons, paper, fabric) and wet (paint, glue, clay) media to create both 2D and 3D artwork
- ❖ Demonstrate care and safety while using art tools, including scissors, glue, rulers, markers

CONNECTING

- ❖ Describe similarities and differences in works of art
- ❖ Present personal responses to works of art, materials and techniques

First Grade

CREATING

- ❖ Identify and use primary (red, yellow, blue) and secondary (orange, green, purple) colors in works of art
- ❖ Identify and use warm (red, orange, yellow) and cool (green, blue, purple) colors in works of art
- ❖ Name and use a variety of lines in works of art, including straight, curved, zig-zag, diagonal, dotted, wavy
- ❖ Identify and use a variety of visual and tactile textures in works of art, including soft, bumpy, rough, smooth
- ❖ Classify artwork into general categories including painting, drawing, sculpture, collage, photograph
- ❖ Use a variety of materials and techniques and understand how to use them to produce different visual effects

CONNECTING

- ❖ Ask and answer questions about HOW and WHY works of art are made
- ❖ Investigate uses and meanings of visual art in students' every day lives

Second Grade

CREATING

- ❖ Identify and use symmetry in works of art
- ❖ Identify and use repeating patterns in works of art
- ❖ Use symbols in works of art as a means of representation
- ❖ Explore abstraction; examine and describe works of abstract art
- ❖ Use overlapping shapes and shapes of varying sizes to show near and far and explore depth
- ❖ Create works of art that depict feelings, emotions, moods
- ❖ Use a variety of materials and techniques to create artworks that express personal feelings or opinions
- ❖ Create light and dark colors by adding white or black to a color

CONNECTING

- ❖ Investigate the roles artists play in communities, i.e., illustrators, craftspeople, architects, etc.

ART

Third Grade

CREATING

- ❖ Create works of art that show an understanding of background and foreground
- ❖ Explore composition by creating artwork with a point of focus
- ❖ Create works of art that are inspired by art from a variety of cultural and historical contexts
- ❖ Identify and demonstrate the use of rhythm in works of art
- ❖ Choose a work of art for exhibition
- ❖ Explore ways of discussing the making and viewing of art
- ❖ Identify and use geometric and freeform shapes in works of art
- ❖ Classify works of art into more specific categories, including portrait, landscape, seascape, cityscape, photo, print, rubbing

CONNECTING

- ❖ Identify characteristic features of artwork from North American native cultures
- ❖ Explore how artwork from the past has changed due to inventions and technology
- ❖ Identify characteristic features of artwork from two or more world civilizations including China, Greece, Egypt, Australia

Fourth Grade

CREATING

- ❖ Identify and create works of art that demonstrate the use of perspective
- ❖ Identify and create tints and shades of colors
- ❖ Identify and use complimentary colors in works of art
- ❖ Use shading to create the illusion of form and light
- ❖ Demonstrate an understanding of abstraction through exaggeration or simplification
- ❖ Identify and create works of art that show positive and negative space
- ❖ Use more complex materials to create works of 2D and 3D art, including wire, tooling foil, wood, printing inks, paper mache, charcoal and carving tools
- ❖ Demonstrate an understanding of composition by creating artwork with a point of focus
- ❖ Participate in group or individual critiques by asking or answering questions about one's own artwork and the work of others
- ❖ As a class, develop and use criteria for informal classroom discussions about art
- ❖ Compare and contrast works of art and present personal responses to subject matter
- ❖ Explain strengths and weaknesses in one's own artwork and the work of others and share comments constructively

CONNECTING

- ❖ Identify characteristic features of 2 or more artists' works, including the work of Van Gogh, Matisse, Kandinsky, Warhol, Seurat, Picasso
- ❖ Create works of art that integrate knowledge from other disciplines, including language arts, math, science, social studies, music, health or the performing arts