

VISUAL ART CURRICULUM STANDARDS KINDERGARTEN

Standard 1.0 Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Grade Level Expectations (GLEs)

The student will

- 1.1 Use selected tools and media in a safe manner.
- 1.2 Explore a variety of techniques.
- 1.3 Experiment with a variety of processes.
- 1.4 Explore levels of craftsmanship.

Checks for Understanding (Formative/Summative Assessment)

- 1.1 Demonstrate developmentally appropriate use of tools and media. (e.g., scissors, glue, pencils, markers, crayons, paint brushes, paint, paper.)
Use tools in a safe manner.
- 1.2 Paint, glue, cut, sculpt, draw, collage, and print at a developmentally appropriate level.
- 1.3 Demonstrate developmentally appropriate knowledge of art processes (e.g., painting, printing, mixed media.)
- 1.4 Produce artwork with developmentally appropriate craftsmanship.
Identify levels of craftsmanship in artwork.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Identify teacher selected tools and media and describe how to use them in a safe manner.
- 1.1.2 Demonstrate the use of teacher selected tools and media in a safe manner.
- 1.1.3 Demonstrate precision in the use of teacher selected tools and media in a safe manner.

- 1.2.1 Recognize a variety of teacher selected techniques.
- 1.2.2 Recognize and explain a variety of teacher selected techniques.
- 1.2.3 Demonstrate a variety of teacher sequenced techniques.

- 1.3.1 Recognize a variety of teacher selected processes.
- 1.3.2 Recognize and explain a variety of teacher selected processes.
- 1.3.3 Demonstrate a variety of teacher selected processes.

- 1.4.1 Examine levels of craftsmanship as modeled by the teacher.
- 1.4.2 Discuss levels of craftsmanship as modeled by the teacher.

1.4.3 Identify levels of craftsmanship as modeled by the teacher.

Standard 2.0 Structures and Functions

Students will use knowledge of structures and functions

Grade Level Expectations (GLEs)

The student will

- 2.1 Identify the elements of art.
- 2.2 Identify the principles of design.
- 2.3 Recognize that art has a purpose.
- 2.4 Recognize that art has a context.

Checks for Understanding (Formative/Summative Assessments)

- 2.1 Demonstrate developmentally appropriate knowledge of the elements of art.
Use appropriate vocabulary to identify the elements of art.
- 2.2 Demonstrate developmentally appropriate knowledge of the principles of design.
Use appropriate vocabulary to identify the principles of design.
- 2.3 Demonstrate developmentally appropriate knowledge of the purposes of art.
- 2.4 Demonstrate developmentally appropriate knowledge of contexts in art.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Name examples of lines, shapes, colors, textures, form, and space.
- 2.1.2 Describe examples of lines, shapes, colors, textures, form, and space.
- 2.1.3 Classify examples of the elements of art.

- 2.2.1 Experience examples of these principles of design: balance, variety, rhythm and proportion.
- 2.2.2 Experience examples of the principles of design.
- 2.2.3 Recognize examples of the principles of design.

- 2.3.1 Explore purposes of artwork selected by the teacher.
- 2.3.2 Explore and describe purposes of artwork selected by the teacher.
- 2.3.3 Sort purposes of artwork selected by the teacher.

- 2.4.1 Explore context of artwork selected by the teacher.
- 2.4.2 Explore and describe context of artwork selected by the teacher.
- 2.4.3 Identify context of artwork selected by the teacher.

Standard 3.0 Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas.

Grade Level Expectations (GLEs)

The student will

- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 3.2 Describe subject matter, symbols, and ideas in the student's own art.
- 3.3 Describe subject matter, symbols, and ideas in others' art.

Checks for Understanding (Formative/Summative Assessments)

- 3.1 Choose developmentally appropriate subject matter with teacher guidance.
Choose developmentally appropriate symbols with teacher guidance.
Choose developmentally appropriate ideas with teacher guidance.
- 3.2 Create and explain artwork using developmentally appropriate subject matter.
Create and explain artwork using developmentally appropriate symbols.
Create and explain artwork using developmentally appropriate ideas.
- 3.3 Describe, in a developmentally appropriate way, subject matter in others' artwork.
Describe, in a developmentally appropriate way, symbols in others' artwork.
Describe, in a developmentally appropriate way, ideas in others' artwork.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Explore teacher selected subject matter, symbols, and ideas in the student's own art.
- 3.1.2 Choose subject matter, symbols, and ideas for the student's own art.
- 3.1.3 Select and apply subject matter, symbols, and ideas in the student's own art.

- 3.2.1 Recognize subject matter and symbols in the student's own art.
- 3.2.2 Identify subject matter, symbols, and ideas in the student's own art.
- 3.2.3 Explain subject matter, symbols, and ideas in the student's own art.

- 3.3.1 Recognize subject matter and symbols in others art.
- 3.3.2 Identify subject matter, symbols, and ideas in others art.
- 3.3.3 Explain subject matter, symbols, and ideas in others art.

Standard 4.0 Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures.

Grade Level Expectations (GLEs)

The student will

- 4.1 Recognize that art comes from different cultures, times, and places.

Checks for Understanding (Formative/Summative Assessments)

- 4.1 Demonstrate developmentally appropriate knowledge of art from different cultures, times, and places.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Explore teacher selected art from different cultures and places.
- 4.1.2 Explore teacher selected art from different cultures, times, and places.
- 4.1.3 Identify teacher selected art from different cultures, times, and places.

Standard 5.0 Reflecting and Assessing

The student will reflect upon and assess the characteristics and merits of their work and the work of others.

Grade Level Expectations (GLEs)

The student will

- 5.1 Recognize the characteristics and merits of the student's own work.
- 5.2 Recognize the characteristics and merits of others' work.
- 5.3 Recognize that viewers have various responses to art.

Checks for Understanding (Formative/Summative Assessments)

- 5.1 Discuss, with the teacher, the characteristics and merits of the student's own work.
- 5.2 Discuss, within a group, the characteristics and merits of others' work.
- 5.3 Discuss, with teacher guidance, that viewers may have various responses to art.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Explore the characteristics and merits of the student's own work as guided by the teacher.
- 5.1.2 Recognize the characteristics and merits of the student's own work as guided by the teacher.

- 5.1.3 Recognize and explain the characteristics and merits of the student's own work as guided by the teacher.
- 5.2.1 Explore the characteristics and merits of others' work as guided by the teacher.
- 5.2.2 Recognize the characteristics and merits of others' work as guided by the teacher
- 5.2.3 Recognize and explain the characteristics and merits of others' work as guided by the teacher.
- 5.3.1 Explore various responses to art as guided by the teacher.
- 5.3.2 Recognize various responses to art as guided by the teacher.
- 5.3.3 Recognize and identify various responses to art as guided by the teacher.

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Grade Level Expectations (GLEs)

The student will

- 6.1 Recognize connections between visual art and other arts disciplines.
- 6.2 Recognize connections between visual art and other disciplines in the curriculum.

Checks for Understanding (Formative/Summative Assessments)

- 6.1 Identify connections between visual art and music.
Identify connections between visual art and theatre.
Identify connections between visual art and dance.
- 6.2 Identify connections between visual art and language arts.
Identify connections between visual art and physical education.
Identify connections between visual art and mathematics.
Identify connections between visual art and social studies.
Identify connections between visual art and science.
Identify connections between visual art and technology.
Identify connections between visual art and school counseling and career guidance.
Identify connections between visual art and health education.
Identify connections between visual art and world languages.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Explore connections between visual art and other arts disciplines as guided by the teacher.

- 6.1.2 Recognize connections between visual art and other arts disciplines as guided by the teacher.
- 6.1.3 Recognize and identify connections between visual art and other arts disciplines as guided by the teacher.

- 6.2.1 Explore connections between visual art and other disciplines in the curriculum as guided by the teacher.
- 6.2.2 Recognize connections between visual art and other disciplines in the curriculum as guided by the teacher.
- 6.2.3 Recognize and identify connections between visual art and other disciplines in the curriculum as guided by the teacher.