

NACS Elementary Visual Arts Curriculum

Pre-Kindergarten to Fifth Grade



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Visual Arts Skills – Pre-Kindergarten

- Self-direct play and creativity with a variety of art making tools.
- Share materials.
- Demonstrate appropriate use and control of the following writing instruments: crayons and pencils (grip and color inside the lines).
- Demonstrate appropriate use and control of scissors (cut on the line, fold, etc.).
- Demonstrate appropriate use and control of glue in stick and liquid form (don't flood the project).
- Demonstrate the following ways of basic paper folding: side-to-side.
- Demonstrate drawing a body with limbs and features in the correct locations.
- Demonstrate molding clay in to various 3D forms (not flat objects pressed to table).
- Recognize and draw the following basic shapes: square, circle, and triangle.
- Recognize and draw the following basic lines: straight and broken/dotted.
- Recognize and name the basic colors: red, orange, yellow, green, blue, purple, brown, black, white, gray, and pink.
- Recognize space in art in the following ways: beside/next to, overlapping, above/below, top/bottom, and front/back.
- Create artwork based on a familiar place or object.
- Create artwork based on a particular culture.
- Identify who makes art.
- Identify why and where we save artwork.
- Recognize are around us.
- Distinguish between images and real objects.
- Explain ideas, thoughts, experiences, and feeling expressed in personal artwork.
- Select a preferred form of art.

NYS Learning Standards for Visual Arts – Used at the Pre-Kindergarten Level

Standard & K.I. 1, P.I. a, b

Standard & K.I. 3, P.I. a

National Core Arts Standards for Visual Arts – Pre-Kindergarten

VA:Cr.1.1.PKa

VA:Cr.1.2.PKa

VA:Cr.2.1.PKa

VA:Cr.2.2.PKa

VA:Cr.2.3.PKa

VA:Cr.3.1.PKa

VA:Cr.4.1.PKa

VA:Cr.5.1.PKa

VA:Cr.6.1.PKa

VA:Cr.7.1.PKa

VA:Cr.7.2.PKa

VA:Cr.8.1.PKa

VA:Cr.9.1.PKa

VA:Cr.10.1.PKa

VA:Cr.11.1.PKa

Visual Arts Skills – Kindergarten (this list contains the same skills as Pre-Kindergarten with additions)

- Demonstrate appropriate use and control of the following writing instruments: crayons, pencils, colored pencils, markers.
- Demonstrate appropriate use and control of scissors (cut on the line, fold, etc.).
- Demonstrate appropriate use and control of glue in stick and liquid form (don't flood the project).
- Demonstrate the following ways of basic paper folding: side-to-side, corner to corner, and accordion fold.
- Demonstrate drawing a face with correct features.
- Demonstrate drawing a body with limbs and features in the correct locations.
- Demonstrate molding clay in to various 3D forms (not flat objects pressed to table).
- Recognize and use patterns.
- Recognize and draw the following basic shapes: square, rectangle, circle, oval, triangle, and heart.
- Recognize and draw the following basic lines: straight, wavy, thick, thin, diagonal, horizontal, vertical, zigzag, curved, and broken/dotted.
- Recognize and name the basic colors: red, orange, yellow, green, blue, purple, brown, black, white, gray, and pink.
- Recognize the difference between light and dark colors.
- Recognize space in art in the following ways: beside/next to, overlapping, above/below, close/far, top/bottom, front/back, and over/under.
- Recognize the following visual and sensory qualities: color, texture, shape, and size.
- Use words to describe textures.
- Recognize clues in artwork that determine time and place.
- Create artwork based on personal experiences, the environment, imagination, and symbols.
- Create artwork based on a particular culture.
- Create artwork based on a variety of cross-curricular connections.
- Describe similarities and differences in pairs of artwork.
- Express a preference for one artwork over another and explain why.
- Use art terms to talk about art.
- Name places you can see original art and meet visiting artists.
- Name jobs people have in art.
- Explain what a museum is.
- Explain why we collect and save artwork.
- Explain the process of creating artwork.
- Collaborate on a project.
- Explain ideas, thoughts, experiences, and feeling expressed in personal artwork.
- "Read" art and connect the process to reading text:
 - a. Identify/interpret the main idea of a piece of artwork and provide supporting details.
 - b. Ask and answer questions about characters, settings, and events.
 - c. Visualize and sequence the image (What happened before and after the image?).
 - d. Make connections between the artwork and personal experiences.
 - e. Retell important information in own words.
- Be familiar with and discuss these artists: Jackson Pollock and Romare Bearden.

NYS Learning Standards for Visual Arts – Used at the Kindergarten Level

Standard & K.I. 1, P.I. a, b

Standard & K.I. 2, P.I. c, d

Standard & K.I. 3, P.I. a, b

Standard & K.I. 4, P.I. c

National Core Arts Standards for Visual Arts – Kindergarten

VA:Cr.1.1.Ka

VA:Cr.1.2.Ka

VA:Cr.2.1.Ka

VA:Cr.2.2.Ka

VA:Cr.2.3.Ka

VA:Cr.3.1.Ka

VA:Cr.4.1.Ka

VA:Cr.5.1.Ka

VA:Cr.6.1.Ka

VA:Cr.7.1.Ka

VA:Cr.7.2.Ka

VA:Cr.8.1.Ka

VA:Cr.9.1.Ka

VA:Cr.10.1.Ka

VA:Cr.11.1.Ka

Visual Arts Skills – First Grade***Review skills from previous levels.**

- Recognize how lines convey feelings.
- Recognize and draw the concept of ground line (horizon).
- Recognize the primary colors.
- Recognize the secondary colors.
- Recognize and draw the following shapes: star, diamond, and crescent.
- Recognized and draw the following lines: dotted, dashed, and spiral.
- Recognize and name the following colors: tan, turquoise, and peach.
- Look at and discuss artwork from different world cultures.
- Look at and discuss artwork from different United States cultures.
- Demonstrate appropriate use and control of painting materials.
- Demonstrate making the secondary colors using the primary colors.
- Explain why some art is more important and valued more than others.
- Explain how artwork should be prepared to be presented.
- Compare different images of the same object.
- Sort artwork into groups.
- Explain why people make art.
- Be familiar with and discuss these artists: Georgia O’Keeffe, Grandma Moses, and Faith Ringgold.

NYS Learning Standards for Visual Arts – Used at the First Grade Level

Standard & K.I. 1, P.I. a, b

Standard & K.I. 2, P.I. c, d

Standard & K.I. 3, P.I. a, b

Standard & K.I. 4, P.I. a, b, c

National Core Arts Standards for Visual Arts – First Grade

VA:Cr.1.1.1a

VA:Cr.1.2.1a

VA:Cr.2.1.1a

VA:Cr.2.2.1a

VA:Cr.2.3.1a

VA:Cr.3.1.1a

VA:Cr.4.1.1a

VA:Cr.5.1.1a

VA:Cr.6.1.1a

VA:Cr.7.1.1a

VA:Cr.7.2.1a

VA:Cr.8.1.1a

VA:Cr.9.1.1a

VA:Cr.10.1.1a

VA:Cr.11.1.1a

Visual Arts Skills– Second Grade***Review skills from previous levels.**

- Transform 2D shapes (triangle and square) into 3D forms (cone, pyramid, cube, and cylinder).
- Recognize warm, cool colors, and neutral colors.
- Recognize how visual arts are related to the other arts: music, theatre, and dance.
- Name the secondary colors and make them from the primary.
- Demonstrate using simple shapes and lines to create various facial expressions.
- Recognize and draw examples of depth relations: large = near and small = far.
- Recognize how art mediums and techniques influence creative decisions.
- Explain the process of designing, creating, and displaying artwork.
- Demonstrate making something new out of something that already has been made.
- Be familiar with and discuss these artists: Tomas Benton, Edward Hopper, Grant Wood, Norman Rockwell, and Winslow Homer.

NYS Learning Standards for Visual Arts – Used at the Second Grade Level

Standard & K.I. 1, P.I. a, b, d, e

Standard & K.I. 2, P.I. c, d

Standard & K.I. 3, P.I. a, b, c

Standard & K.I. 4, P.I. a, b, c

National Core Arts Standards for Visual Arts – Second Grade

VA:Cr.1.1.2a

VA:Cr.1.2.2a

VA:Cr.2.1.2a

VA:Cr.2.2.2a

VA:Cr.2.3.2a

VA:Cr.3.1.2a

VA:Cr.4.1.2a

VA:Cr.5.1.2a

VA:Cr.6.1.2a

VA:Cr.7.1.2a

VA:Cr.7.2.2a

VA:Cr.8.1.2a

VA:Cr.9.1.2a

VA:Cr.10.1.2a

VA:Cr.11.1.2a

Visual Arts Skills – Third Grade

***Review skills from previous levels.**

- Recognize and draw three layers of space: foreground, middle ground, and background.
- Recognize and use the following drawing methods: gesture/sketch and contour lines.
- Recognize positive and negative space.
- Demonstrate appropriate use and control of the following brush techniques: wet-on-wet, wet-on-dry, and dry-on-dry.
- Recognize the difference between geometric and organic shapes.
- Name the primary and secondary colors and experiment with making intermediate/tertiary.
- Demonstrate how to make a 12 hue color wheel.
- Demonstrate an understanding of how to select appropriate mediums for a project.
- Demonstrate elaborating on an imaginary idea.
- Use a set of criteria to evaluate artwork.
- Create a work of art based on your surroundings.
- Explain why people respond differently to art depending on time and place.
- Be familiar with and discuss these artists: Vincent van Gogh, Claude Monet, Edgar Degas, Mary Cassatt, Paul Cezanne, Georges Seurat, and Pierre-Auguste Renoir.

NYS Learning Standards for Visual Arts – Used at the Third Grade Level

Standard & K.I. 1, P.I. a, b, d, e

Standard & K.I. 2, P.I. a, c, d

Standard & K.I. 3, P.I. a, b, c

Standard & K.I. 4, P.I. a, b, c

National Core Arts Standards for Visual Arts – Third Grade

VA:Cr.1.1.3a

VA:Cr.1.2.3a

VA:Cr.2.1.3a

VA:Cr.2.2.3a

VA:Cr.2.3.3a

VA:Cr.3.1.3a

VA:Cr.4.1.3a

VA:Cr.5.1.3a

VA:Cr.6.1.3a

VA:Cr.7.1.3a

VA:Cr.7.2.3a

VA:Cr.8.1.3a

VA:Cr.9.1.3a

VA:Cr.10.1.3a

VA:Cr.11.1.3a

Visual Arts Skills – Fourth Grade***Review skills from previous levels.**

- Recognize and use the monochromatic color theory.
- Recognize and use the complementary color theory.
- Review and design a positive and negative space image.
- Demonstrate drawing thin and thick (bubble) letters and demonstrate basic graphic lettering/calligraphy.
- Review and draw a landscape using depth relations: large = near and small = far.
- Demonstrate using one point perspective in a drawing.
- Explain how art is expressed/used in cross-curricular areas.
- Revise own artwork based on peer review.
- Compare own artwork before and after revising it.
- Explain how technology has impacted how we preserve and present artwork.
- Explain the different considerations that have to be made when displaying artwork inside and outside.
- Create a work of art that reflects a community tradition.
- Be familiar with and discuss these artists: Raoul Dufy, Paul Gauguin, Henri Matisse, Leonardo Da Vinci, Rembrandt Harmenszoon van Rijn, Michelangelo di Lodovico Buonarroti, Johannes Vermeer, and Francisco Jose de Goya.

NYS Learning Standards for Visual Arts – Used at the Fourth Grade Level

Standard & K.I. 1, P.I. a, b, d, e

Standard & K.I. 2, P.I. a, c, d

Standard & K.I. 3, P.I. a, b, c, d

Standard & K.I. 4, P.I. a, b, c

National Core Arts Standards for Visual Arts – Fourth Grade

VA:Cr.1.1.4a

VA:Cr.1.2.4a

VA:Cr.2.1.4a

VA:Cr.2.2.4a

VA:Cr.2.3.4a

VA:Cr.3.1.4a

VA:Cr.4.1.4a

VA:Cr.5.1.4a

VA:Cr.6.1.4a

VA:Cr.7.1.4a

VA:Cr.7.2.4a

VA:Cr.8.1.4a

VA:Cr.9.1.4a

VA:Cr.10.1.4a

VA:Cr.11.1.4a

Visual Arts Skills – Fifth Grade***Review skills from previous levels.**

- Demonstrate appropriate use and control of the following writing instruments: pen and ink, charcoal, and pastel.
- Demonstrate the use of value to create realism and a 3D appearance in drawings and create a value scale.
- Demonstrate using value to draw a sphere.
- Apply basic printmaking skills by making a relief and using ink, brayers, and presses.
- Recognize and create a mosaic.
- Demonstrate drawing proper facial and body proportions using contour lines.
- Demonstrate drawing a still life using value.
- Recognize and use the analogous color theory.
- Recognize and use tints and shades
- Review and demonstrate using one point perspective in a drawing.
- Demonstrate using two point perspective in a drawing.
- Recognize and use the Elements and Principles of Art.
- Recognize and describe how electronic media can be used to express art.
- Create an “artist statement” about your artwork.
- Compare your interpretation of a work of art with your peers.
- Identify how ideas and mood are conveyed in art.
- Identify how art is used to inform, influence, or change the beliefs of people.
- Be familiar with and discuss these artists: Salvador Dali, Frida Kahlo, Rene Magritte, Jacob Lawrence, Horace Pippin, Diego Rivera, Marc Chagall, Paul Klee, Rene Magritte, Pablo Picasso, Andy Warhol, Roy Lichtenstein, and Wayne Thiebaud.

NYS Learning Standards for Visual Arts – Used at the Fifth Grade Level

Standard & K.I. 1, P.I. a, b, c, d, e

Standard & K.I. 2, P.I. a, b, c, d

Standard & K.I. 3, P.I. a, b, c, d

Standard & K.I. 4, P.I. a, b, c

National Core Arts Standards for Visual Arts – Fifth Grade

VA:Cr.1.1.5a

VA:Cr.1.2.5a

VA:Cr.2.1.5a

VA:Cr.2.2.5a

VA:Cr.2.3.5a

VA:Cr.3.1.5a

VA:Cr.4.1.5a

VA:Cr.5.1.5a

VA:Cr.6.1.5a

VA:Cr.7.1.5a

VA:Cr.7.2.5a

VA:Cr.8.1.5a

VA:Cr.9.1.5a

VA:Cr.10.1.5a

VA:Cr.11.1.5a

New York State Learning Standards for Visual Arts - Elementary Level

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea 1: Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Performance Indicators:

Students:

- a. experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
- b. develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.
- c. understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.
- d. reveal through their own art work understanding of how art mediums and techniques influence their creative decisions.
- e. identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Key Idea 2: Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Performance Indicators:

Students:

- a. understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent.
- b. develop skills with electronic media as a means of expressing visual ideas.
- c. know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.
- d. give examples of adults who make their livings in the arts professions.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Key Idea 3: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Performance Indicators:

Students:

- a. explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.
- b. explain the visual and other sensory qualities (surfaces, colors, textures, shapes, sizes, volumes) found in a wide variety of art works.
- c. explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.).
- d. explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.).

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Key Idea 4: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Performance Indicators:

Students:

- a. look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
- b. look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.
- c. create art works that show the influence of a particular culture.

National Core Arts Standards for Visual Arts – Pre-K to grade 5

Visual Arts - Creating

Anchor Standard 1 - VA:Cr1.1

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade Pk - VA:Cr1.1.Pk: Engage in self-directed play with materials.

Grade K - VA:Cr1.1.K: Engage in exploration and imaginative play with materials.

Grade 1 - VA:Cr1.1.1: Engage collaboratively in exploration and imaginative play with materials.

Grade 2 - VA:Cr1.1.2: Brainstorm collaboratively multiple approaches to an art or design problem.

Grade 3 - VA:Cr1.1.3: Elaborate on an imaginative idea.

Grade 4 - VA:Cr1.1.4: Brainstorm multiple approaches to a creative art or design problem.

Grade 5 - VA:Cr1.1.5: Combine ideas to generate an innovative idea for art-making.

Anchor Standard 1.2 - VA:Cr1.2

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade Pk - VA:Cr1.2.Pk: Engage in self-directed, creative making.

Grade K - VA:Cr1.2.K: Engage collaboratively in creative art-making in response to an artistic problem.

Grade 1 - VA:Cr1.2.1: Use observation and investigation in preparation for making a work of art.

Grade 2 - VA:Cr1.2.2: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Grade 3 - VA:Cr1.2.3: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

Grade 4 - VA:Cr1.2.4: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Grade 5 - VA:Cr1.2.5: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Anchor Standard 2 - VA:Cr2.1

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade Pk - VA:Cr2.1.Pk: Use a variety of art-making tools

Grade K - VA:Cr2.1.K: Through experimentation, build skills in various media and approaches to art-making.

Grade 1 - VA:Cr2.1.1: Explore uses of materials and tools to create works of art or design.

Grade 2 - VA:Cr2.1.2: Experiment with various materials and tools to explore personal interests in a work of art or design.

Grade 3 - VA:Cr2.1.3: Create personally satisfying artwork using a variety of artistic processes and materials.

Grade 4 - VA:Cr2.1.4: Explore and invent art-making techniques and approaches.

Grade 5 - VA:Cr2.1.5: Experiment and develop skills in multiple art-making techniques and approaches through practice.

Anchor Standard 2.2 - VA:Cr2.2

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade Pk - VA:Cr2.2.Pk: Share materials with others.

Grade K - VA:Cr2.2.K: Identify safe and non-toxic art materials, tools, and equipment.

Grade 1 - VA:Cr2.2.1: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

Grade 2 - VA:Cr2.2.2: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Grade 3 - VA:Cr2.2.3: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Grade 4 - VA:Cr2.2.4: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Grade 5 - VA:Cr2.2.5: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Anchor Standard 2.3 - VA:Cr2.3

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade Pk - VA:Cr2.3.Pk: Create and tell about art that communicates a story about a familiar place or object.

Grade K - VA:Cr2.3.K: Create art that represents natural and constructed environments.

Grade 1 - VA:Cr2.3.1: Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Grade 2 - VA:Cr2.3.2: Repurpose objects to make something new.

Grade 3 - VA:Cr2.3.3: Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Grade 4 - VA:Cr2.3.4: Document, describe, and represent regional constructed environments.

Grade 5 - VA:Cr2.3.5: Identify, describe, and visually document places and/or objects of personal significance.

Anchor Standard 3 - VA:Cr3.1

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade Pk - VA:Cr3.1.Pk: Share and talk about personal artwork.

Grade K - VA:Cr3.1.K: Explain the process of making art while creating.

Grade 1 - VA:Cr3.1.1: Use art vocabulary to describe choices while creating art.

Grade 2 - VA:Cr3.1.2: Discuss and reflect with peers about choices made in creating artwork.

Grade 3 - VA:Cr3.1.3: Elaborate visual information by adding details in an artwork to enhance emerging meaning.

Grade 4 - VA:Cr3.1.4: Revise artwork in progress on the basis of insights gained through peer discussion.

Grade 5 - VA:Cr3.1.5: Create artist statements using art vocabulary to describe personal choices in art-making.

Visual Arts - Presenting**Anchor Standard 4 - VA:Pr.4.1**

Process Component: Select

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade Pk - VA:Pr.4.1.Pk: Identify reasons for saving and displaying objects, artifacts, and artwork.

Grade K - VA:Pr.4.1.K: Select art objects for personal portfolio and display, explaining why they were chosen.

Grade 1 - VA:Pr.4.1.1: Explain why some objects, artifacts, and artwork are valued over others.

Grade 2 - VA:Pr.4.1.2: Categorize artwork based on a theme or concept for an exhibit.

Grade 3 - VA:Pr.4.1.3: Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Grade 4 - VA:Pr.4.1.4: Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Grade 5 - VA:Pr.4.1.5: Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Anchor Standard 5 - VA:Pr5.1

Process Component: Analyze

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade Pk - VA:Pr5.1.Pk: Identify places where art may be displayed or saved.

Grade K - VA:Pr5.1.K: Explain the purpose of a portfolio or collection.

Grade 1 - VA:Pr5.1.1: Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

Grade 2 - VA:Pr5.1.2: Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Grade 3 - VA:Pr5.1.3: Identify exhibit space and prepare works of art including artists' statements, for presentation.

Grade 4 - VA:Pr5.1.4: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Grade 5 - VA:Pr5.1.5: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Anchor Standard 6 - VA:Pr6.1

Process Component: Share

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade Pk - VA:Pr6.1.Pk: Identify where art is displayed both inside and outside of school.

Grade K - VA:Pr6.1.K: Explain what an art museum is and distinguish how an art museum is different from other buildings.

Grade 1 - VA:Pr6.1.1: Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Grade 2 - VA:Pr6.1.2: Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Grade 3 - VA:Pr6.1.3: Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Grade 4 - VA:Pr6.1.4: Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Grade 5 - VA:Pr6.1.5: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Visual Arts - Responding**Anchor Standard 7 - VA:Re7.1**

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade Pk - VA:Re7.1.Pk: Recognize art in one's environment.

Grade K - VA:Re7.1.K: Identify uses of art within one's personal environment.

Grade 1 - VA:Re7.1.1: Select and describe works of art that illustrate daily life experiences of one's self and others.

Grade 2 - VA:Re7.1.2: Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Grade 3 - VA:Re7.1.3: Speculate about processes an artist uses to create a work of art.

Grade 4 - VA:Re7.1.4: Compare responses to a work of art before and after working in similar media.

Grade 5 - VA:Re7.1.5: Compare one's own interpretation of a work of art with the interpretation of others.

Anchor Standard 7.2 - VA:Re7.2

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade Pk - VA:Re7.2.Pk: Distinguish between images and real objects.

Grade K - VA:Re7.2.K: Describe what an image represents.

Grade 1 - VA:Re7.2.1: Compare images that represent the same subject.

Grade 2 - VA:Re7.2.2: Categorize images based on expressive properties.

Grade 3 - VA:Re7.2.3: Determine messages communicated by an image.

Grade 4 - VA:Re7.2.4: Analyze components in visual imagery that convey messages.

Grade 5 - VA:Re7.2.5: Identify and analyze cultural associations suggested by visual imagery.

Anchor Standard 8 - VA:Re8.1

Process Component: Analyze

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade Pk - VA:Re8.1.Pk: Interpret art by identifying and describing subject matter.

Grade K - VA:Re8.1.K: Interpret art by identifying subject matter and describing relevant details.

Grade 1 - VA:Re8.1.1: Interpret art by categorizing subject matter and identifying the characteristics of form.

Grade 2 - VA:Re8.1.2: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Grade 3 - VA:Re8.1.3: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Grade 4 - VA:Re8.1.4: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Grade 5 - VA:Re8.1.5: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Anchor Standard 9 - VA:Re9.1

Process Component: Interpret

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade Pk - VA:Re9.1.Pk: Select a preferred artwork.

Grade K - VA:Re9.1.K: Explain reasons for selecting a preferred artwork.

Grade 1 - VA:Re9.1.1: Classify artwork based on different reasons for preferences.

Grade 2 - VA:Re9.1.2: Use learned art vocabulary to express preferences about artwork.

Grade 3 - VA:Re9.1.3: Evaluate an artwork based on given criteria.

Grade 4 - VA:Re9.1.4: Apply one set of criteria to evaluate more than one work of art.

Grade 5 - VA:Re9.1.5: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Visual Arts - Connecting**Anchor Standard 10 - VA:Cn10.1**

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade Pk - VA:Cn10.1.Pk: Explore the world using descriptive and expressive words and art-making.

Grade K - VA:Cn10.1.K: Create art that tells a story about a life experience.

Grade 1 - VA:Cn10.1.1: Identify times, places, and reasons by which students make art outside of school.

Grade 2 - VA:Cn10.1.2: Create works of art about events in home, school, or community life.

Grade 3 - VA:Cn10.1.3: Develop a work of art based on observations of surroundings.

Grade 4 - VA:Cn10.1.4: Create works of art that reflect community cultural traditions.

Grade 5 - VA:Cn10.1.5: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Anchor Standard 11 - VA:Cn11.1

Process Component: Synthesize

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade Pk - VA:Cn11.1.Pk: Recognize that people make art.

Grade K - VA:Cn11.1.K: Identify a purpose of an artwork.

Grade 1 - VA:Cn11.1.1: Understand that people from different places and times have made art for a variety of reasons.

Grade 2 - VA:Cn11.1.2: Compare and contrast cultural uses of artwork from different times and places.

Grade 3 - VA:Cn11.1.3: Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Grade 4 - VA:Cn11.1.4: Through observation, infer information about time, place, and culture in which a work of art was created.

Grade 5 - VA:Cn11.1.5: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

References

National Coalition for Core Arts Standards. (2014). *National core arts standards: visual arts*. Dover, D.E.: State Education Agency Directors of Arts Education.

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