

WOODSTOCK PUBLIC SCHOOLS

ART CURRICULUM

GRADES K -8

APPROVED June 10, 2004

Philosophy

School art programs have long been thought of as fun, process oriented opportunities for students. While the production of art works is often a pleasurable experience, the role of the arts in education is much more complex. Art education contains a specific body of knowledge, provides opportunities for personal expression, develops visual thinkers and encourages creative problem solving.

In this new age of global awareness art education provides students with a more holistic perception of their world by integrating and supporting general curriculum areas such as math, science, social studies, language arts, and music. Our culturally diverse population requires a complete system of study so that students can make connections in their learning thus leading to more productive and effective (informed) citizens.

The National Art Education Association works to advance and promote quality instruction in visual arts education, as well as the development of National Visual Arts Standards. These standards are the framework upon which the state of CT uses to guide the development of art curriculum within each district.

The following document is a sequential, cumulative program of concepts and skills that promote visual literacy. The lessons that are built upon this framework have measurable objectives. This curriculum provides a well-balanced course of study containing a broad range of content through which students:

1. Understand, select and apply media, techniques and processes.
2. Understand and apply elements and organizational principles of art.
3. Consider, select and apply a range of subject matter, symbols and ideas.
4. Understand the visual arts in relation to history and cultures.
5. Reflect upon, describe, analyze, interpret and evaluate their own and others' work.
6. Make connections between the visual arts, other disciplines, and daily life.

Visual Arts Curriculum

Program Goals

As a result of education in the visual arts in grades 5-8, students will:

- create (imagine, experiment, plan, make, evaluate, refine and present/exhibit art works that express concepts, ideas, and feelings in the visual arts;
- select, analyze, interpret, evaluate, refine and present diverse works of visual art;
- respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse works of visual art;
- understand and use the materials, techniques, forms (structures, styles, genres) language, notation and literature of visual art;
- understand the importance of visual art in expressing and illuminating human experience, beliefs and values;
- identify representative works and recognize the characteristics of art from different historical periods and cultures;
- begin to develop mastery of at least one art form to continue lifelong involvement in that art form not only as responders, but also as creators.
- begin to develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career;
- seek art experiences and participate in the artistic life of the school and community; and
- understand the connections among the arts, other disciplines and daily life.

K-12 CONNECTICUT VISUAL ARTS CONTENT STANDARDS

1. Media
Students will understand, select and apply media, techniques and processes.
2. Elements and Principles
Students will understand and apply elements and organizational principles of art.
3. Content
Students will consider, select and apply a range of subject matter, symbols and ideas.
4. History and Cultures
Students will understand the visual arts in relation to history and cultures.
5. Analysis, Interpretation
And Evaluation
Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
6. Connections
Students will make connections between the Visual arts, other disciplines and daily life.

School District Standards K-8

Students will be able to:

- Demonstrate responsibility and organization skills, including
 - Recording homework
 - Maintaining a sectioned, useable notebook
 - Maintaining a file system for papers
 - Maintaining an orderly work area
- Develop and implement study skills
- Read with comprehension
- Communicate ideas in a variety of forms, written, oral, and visual, varying style according to purpose and audience
- Make, defend, and evaluate conclusions and arguments
- Make and justify decisions and predictions
- Support general statements with proof
- Evaluate, use and cite sources to support research and writing
- Employ various strategies for problem solving
- Select and use appropriate tools
- Use proper techniques and software to create, format, modify, organize, sort , store, retrieve, and import file information.
- Proofread and edit work for accuracy and content
- Understand and appreciate the role of ethics in academic and technical disciplines

Visual Arts

Kindergarten

1: MEDIA

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

Performance Standard 1: Educational experiences in Kindergarten will ensure that students differentiate between a variety of media, techniques and processes.

Classroom Objective:

1a. Students will recognize differences between a variety of 2-D and 3-D materials, techniques and processes.

Example: Explain differences between paintings and sculptures.

Performance Standard 2: Educational experiences in Kindergarten will ensure students describe how different media, techniques and processes cause different effects and personal responses.

Classroom Objective:

2a. Students will explore and discuss expressive qualities found in different media, techniques and processes.

Example: Describe how handling clay makes you feel.

2b. Students will describe how materials, techniques and processes result in different interpretations.

Example: Explore the effects of various brushstrokes.

Performance Standard 3: Educational experiences in Kindergarten will ensure that students use different media, techniques and processes to communicate ideas, feelings, experiences and stories.

*Materials include, but are not limited to; crayons, oil-base crayons, water-soluble crayons, water-base and scented markers, finger paint, tempera paint, glue sticks, dab-n-glue bottles, scissors, oil base clay, self-hardening clay, earth clay as well as decorative craft materials such as yarn, glitter, plastic beads, feathers, fabric, buttons, pipe cleaners and assorted papers

Classroom Objective:

3a. Students will identify visual images, themes and ideas for works of art.

Example: What kinds of things do you like to draw at home?

3b. Students will investigate sources of visual images, themes and ideas.

Example: After looking at several illustrations and posters of insects, students will discuss similarities and differences.

3c. Students will select, organize and use visual images, themes and ideas for communication and self-expression.

Example: Select parts of different insects and create own version of an imaginary insect.

3d. Students will create original works of art that express personal views, ideas and experiences.

Example: Draw a picture of field trip to the apple orchard.

3e. Students will consider the effective use of visual images, themes and ideas.

Example: Show how the artwork on the display of the Fourth Grader's Fire Prevention Posters helps to explain their words.

Performance Standard 4: Educational experiences in Kindergarten will ensure that students use art media and tools in a safe and responsible manner.

Classroom Objective:

4a. Students will develop and exercise proper use and control of materials.

Example: Demonstrate how to carry scissors safely, position scissors in hand and on paper in order to get smooth edges.

4b. Students will recognize and demonstrate appropriate behavior in the art room.

Example: Review art room rules, routines and procedures often.

4c. Students will understand their responsibility to take care of the materials, tools and table space they are given to use.

Example: Show examples of damaged materials and demonstrate how they are no longer functional. Discuss how all the students in the school share many of the same tools, materials and table space.

4d. Students will demonstrate respect for others integrating character education and anti-bullying portion of school wide curriculum.

Example: Who has something nice to say about this person's artwork?

2: ELEMENTS AND PRINCIPLES

Students will understand and apply elements and organizational principles of art.

Performance Standard 5: Educational experiences in Kindergarten will ensure that students identify the different ways visual characteristics are used to convey ideas.

Classroom Objective:

5a. Students will recognize the elements of art. (Line, Shape, Color, Texture, Space and Form)

Example: What colors do you recognize in this painting?

5b. Students will recognize and use principles design. (Rhythm, Movement, Proportion, Emphasis, Balance, Variety and Unity)

Example: Which of these arrangements of shapes feels balanced? Why?

5c. Students will develop a vocabulary related to the elements of art and principles of design.

Example: Describe the different kinds of lines seen in a painting.

Performance Standard 6: Educational experiences in Kindergarten will ensure that students describe how different expressive features, and ways of organizing them, cause different responses.

Classroom Objective:

6a. Students consider how various lines and/or arrangements of lines stimulate various feelings or moods.

Example: Which of these lines feels calm? Which of these lines feels excited?

6b. Students will consider arrangements of geometric, organic and/or symbolic shapes.

Example: Which arrangement of shapes is more pleasing to you? Why?

6c. Students will consider assigning different moods and feelings to colors.

Example: Compare the colors in two paintings and describe how they make you feel.

6d. Students will describe how various textures stimulate different tactile and visual responses.

Example: Which of these items has a rough texture? Describe how this wad of cotton feels.

6e. Students will recognize characteristics of space.

Example: Locate the top, bottom, and sides on a work of art. Locate or place images under, over, below, above, center, near, far, small or large, wide narrow within a work of art.

6f. Students will recognize that some works of art have a 3rd dimension.
Example: Which of these works of art is 3-Dimensional?

***Performance Standard 7:** Educational experiences in Kindergarten will ensure that students use the elements and principles of design to communicate ideas.*

Classroom Objective:

7a. Students will develop control in rendering many different lines using different media.
Example: Students will draw an arrangement of lines following teacher directives and demonstration. (Straight, curved, wavy, zigzag, loopy, spiral, radial, broken, thick, thin, horizontal, vertical and parallel)

7b. Students will organize shapes into interesting arrangements.
Example: Arrange the paper shapes in front of you in your own way.

7c. Students will use appropriate colors within works of art.
Example: What colors shall we use to paint the leaves on autumn trees?

7d. Students will use texture to enhance works of art.
Example: Create a collage using a variety of materials such as sandpaper, cotton, feathers, textured papers, etc

7e. Students will create works of art using visual/spatial directives. (Space)
Example: Draw a circle in the center of your paper. Draw a straight line under the circle.

7f. Students will construct 3-D works of art.
Example: Build a snowman out of modeling clay.

7g. Students will consider the basic principle of repetition in both natural and man-made forms.
Example: Create a repeating pattern with precut sponge shapes and paint pad.

7g. Students will consider the basic principle of rhythm in both natural and man-made forms.
Example: Using drawing media students will respond to various musical selections. (Peter and the Wolf)

7g. Students will consider the principle of balance in both natural and man-made forms.
Example: Draw matching designs of lines and shapes on each side of your mask.

7h. Students will recognize the characteristics of value.
Example: Students discriminate between light and dark colors.

7i. Students will observe that objects have different size relationships.
Example: Students cut many different sized circles and glue them from large to small.

3: CONTENT

Students will consider, select and apply a range of subject matter, symbols and ideas.

Performance Standard 8: Educational experiences in Kindergarten will ensure that students discuss a variety of sources for art content.

Classroom Objective:

8a. Students will observe and talk about works of art with Cultural, Religious, Geographic, Social, Environmental or Political influences.

Example: Students will respond to concepts/impressions of specific works of art developing use of artistic language (Vocabulary). *Green Corn Dance*, Tonita Pena

Performance Standard 9: Educational experiences in Kindergarten will ensure that students select and use subject matter, symbols and ideas to communicate meaning.

Classroom Objective:

9a. Students will create environmental or thematic works of art in a variety of different media. (Celebrations, fantasy, weather, self/family, city, day/night, outer space, etc.)

Example: Create a collage mural of Favorite Foods.

9b. Students will recognize characteristics of landscapes, portraits, self-portraits, still-life, and abstract art.

Example: Draw a landscape using different lines to separate the space of the paper.

9c. Students will consider that sometimes artists assign titles to their work.

Example: Draw an imaginary insect and give it a name.

4: HISTORY AND CULTURES

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

Performance Standard 10: *Educational Experiences in Kindergarten will ensure that students recognize that the visual arts have a history and a variety of cultural purposes and meanings.*

Classroom Objective:

10a. Students will consider selected works of art in terms of age.

Example: Ask students to determine if a selected work of art was painted today or a long time ago and why. *Thanksgiving*, Doris Lee

10b. Students will consider the historic periods in which selected works of art were made.

Example: Have students point out on a visual time-line when they think cave paintings were produced.

10c. Students will identify selected works of art as belonging to particular cultures or geographic locations.

Example: Tell what culture is reflected in selected works of art. *Green Corn Dance*, Tonita Pena

10d. Students will consider the reasons why works of art were produced.

Example: Why did cave men paint these images on the walls of their homes?

Performance Standard 11: *Educational Experiences in Kindergarten will ensure that students identify specific works of art as belonging to particular styles, cultures, times and places.*

Classroom Objective:

11a. Students will explore art works associated with particular styles, cultures, times and places.

Example: Students will consider examples of masks from around the world.

Performance Standard 12: *Educational Experiences in Kindergarten will ensure that students create artwork that demonstrates an understanding of how history or culture can influence visual art.*

Classroom Objective:

12a. Students will create works of art that are influenced by particular styles, cultures, times or places.

Example: Create a cut paper design in the style of Henri Matisse.

5: ANALYSIS, INTERPRETATION AND EVALUATION
Students will reflect upon, analyze, interpret and evaluate their work and others' work.

Performance Standard 13: Educational experiences in Kindergarten will ensure that students will identify various purposes for creating works of art.

Classroom Objective:

13a. Students will view examples of works of art and categorize them as decorative, expressive or functional.

Example: Play sorting games with postcard collection of art works.

Look at art reproductions and original artworks and discuss similarities and differences.
Seminole Councilor's Coat and Turban and *Green Corn Dance*

Performance Standard 14: Educational experiences in Kindergarten will ensure that students describe visual characteristics of works of art using visual terminology.

Classroom Objective:

14a. Students will identify the elements of art and principles of design within works of art.

Example: Look at a work of art and talk about what you see. *The Harlequin's Carnival*, Joan Miro

14b. Students will consider vocabulary for personal interpretation of mood and meaning within works of art.

Example: Look at a work of art and talk about how it makes you feel.
Chinese New Year Mask

Performance Standard 15: Educational experiences in Kindergarten will ensure that students recognize that there are different responses to specific works of art.

Classroom Objective:

15a. Students will look at artworks with the same subject matter and discuss similarities, differences and personal preferences.

Example: Look at various paintings, drawings, photos and sculptures of cats. Discuss similarities, differences and personal preferences. Draw your own cat.

Performance Standard 16: Educational experiences in Kindergarten will ensure that students describe their personal responses to works of art using visual art terminology.

Classroom Objective:

16a. Students will have opportunities to talk about their own artwork.

Example: After assembling a textural collage of personally selected items, students will discuss their work with their neighbor or during a group share time.

Performance Standard 17: Educational experiences in Kindergarten will ensure that students identify possible improvements in the process of creating their own work.

Classroom Objective:

17a. Students will critique their own work as well as others' work.

Example: Point out parts of artwork that they like and parts that could be better.

6: CONNECTIONS

Students will make connections between the visual arts, other disciplines and daily life.

Performance Standard 18: Educational experiences in Kindergarten will ensure that students identify connections between the visual arts and other arts disciplines.

Classroom Objective:

18a. Students will describe and compare how ideas and emotions are expressed in theatre, music, dance and visual arts.

Example: Assign expressive body movements to illustrate the emotion portrayed by their masks.

Performance Standard 19: Educational experiences in Kindergarten will ensure that students identify connections between the visual arts and other disciplines in the curriculum.

Classroom Objective:

19a. Students will identify similarities and differences in the meaning of common terminology used in art and other content areas.

Example: Use counting skills to create patterns using paper shapes.

19b. Students will use connections between the disciplines to create works of art.

Example: Paint a Picture while listening to the '1812 Overture'.

Performance Standard 20: Educational experiences in Kindergarten will ensure that students describe how the visual arts are combined with other arts in multimedia work.

Classroom Objective:

20a. Students will partake in school wide interdisciplinary units of study.

Example: Create paper decorations as part of school-wide Olympic Celebration.

Performance Standard 21: Educational experiences in Kindergarten will ensure that students demonstrate understanding of how visual arts are used in the world around us.

Classroom Objective:

21a. Students consider the works of professional photographers, illustrators, architects, and other designers including graphic, industrial, videography and computer.

Example: Watch video 'I Want To Be An Artist' and have students draw their favorite career professional.

***Performance Standard 22:** Educational experiences in Kindergarten will ensure that students recognize that works of visual art are produced by artisans and artists in different cultures, times and places.*

Classroom Objective:

22a. Students will consider works of art from other cultures, times and places.

Example: Show slides or videos of artists and their work.

Visual Arts

Grade One

1: MEDIA

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

Performance Standard 1: Educational experiences in Grade One will ensure that students differentiate between a variety of media, techniques and processes.

Classroom Objective:

1a. Students will discriminate differences between a variety of 2-D and 3-D materials, techniques and processes.

Example: Compare and contrast works of art in terms of how and with what they were made.

Performance Standard 2: Educational experiences in Grade One will ensure students describe how different media, techniques and processes cause different effects and personal responses.

Classroom Objective:

2a. Students will explore and discuss expressive qualities found in different media, techniques and processes.

Example: How many different ways can you use crayons?

2b. Students will describe how materials, techniques and processes result in different interpretations.

Example: Compare and contrast the images of trees in Piet Mondrian's *Tree II*, Claude Monet's *Poplars on the River Epte* and Paul Klee's *Park Near Lucerne*. Have children share which one they like best and why.

Performance Standard 3: Educational experiences in Grade One will ensure that students use different media*, techniques and processes to communicate ideas, feelings, experiences and stories.

*Materials include, but are not limited to; crayons, oil-base crayons, water-soluble crayons, water-base and scented markers, colored chalk, colored pencils, watercolors, tempera paint, glue bottles, scissors, oil base clay, earth clay as well as decorative craft materials such as yarn, glitter, plastic beads, feathers, fabric, buttons, pipe cleaners and assorted papers.

Classroom Objective:

3a. Students will identify visual images, themes and ideas for works of art.

Example: After looking at various portraits done by Leonardo DaVinci and discussing how other artists learn to paint from copying from the masters students will draw their own version of *Mona Lisa* and paint it with watercolors.

3b. Students will use sources of visual images, themes and ideas.

Example: Compare J.J. Audubon's, illustrations and photographs of turkeys and discuss similarities and differences.

3c. Students will select, organize and use visual images, themes and ideas for communication and self-expression.

Example: Draw your own version of a turkey and then paint it with watercolors.

3d. Students will create original works of art that express personal views, ideas and experiences.

Example: Create an interesting collage of cut paper shapes.

3e. Students will consider the effective use of visual images, themes and ideas.

Example: Discuss how the illustrators help explain the words of a story.

Performance Standard 4: Educational experiences in Grade One will ensure that students use art media and tools in a safe and responsible manner.

Classroom Objective:

4a. Students will develop and exercise proper use and control of materials.

(Craftsmanship)

Example: Display examples of crayon work that show varying degrees of control. Compare and discuss.

4b. Students will recognize and demonstrate appropriate behavior in the art room.

Example: Review art room rules, routines and procedures often.

4c. Students will understand their responsibility to take care of the materials, tools and table space they are given to use.

Example: Show examples of damaged materials and demonstrate how they are no longer functional. Discuss how ALL the students in the school share many of the same tools, materials and table space.

4d. Students will demonstrate respect for others integrating character education and anti-bullying portion of school wide curriculum.

Example: Always look for teachable moments. " Look at the way John is helping Mary carry her wet painting over to the drying rack. How thoughtful is that!"

2: ELEMENTS AND PRINCIPLES

Students will understand and apply elements and organizational principles of art.

Performance Standard 5: *Educational experiences in Grade One will ensure that students identify the different ways visual characteristics are used to convey ideas.*

Classroom Objective:

5a. Students will recognize the elements of art. (Line, Shape, Color, Texture, Space and Form)

Example: Have the students identify the elements of art in the *The Harlequin's Carnival* by Joan Miro.

5b. Students will recognize and use principles of design. (Rhythm, Movement, Proportion, Emphasis, Balance, Variety and Unity)

Example: Have the students identify the principles of design in the *The Harlequin's Carnival* by Joan Miro.

5c. Students will develop a vocabulary related to the elements of art and principles of design.

Example: Reference charts with words and images are displayed in the art room.

Performance Standard 6: *Educational experiences in Grade One will ensure that students describe how different expressive features, and ways of organizing them, cause different responses.*

Classroom Objective:

6a. Students will consider how various lines and/or arrangements of lines stimulate various feelings or moods.

Example: Compare and contrast examples of line designs.

6b. Students will consider arrangements of geometric, organic and/or symbolic shapes

Example: Which arrangement of shapes is more pleasing to you? Why?

6c. Students will consider assigning different moods and feelings to colors.

Example: Compare the colors in Vincent Van Gogh's *Starry Night* and *The Night Cafe*. (Warm colors and cool colors.)

6d. Students will describe how various textures stimulate different tactile and visual responses.

Example: Discuss the reactions caused by various actual textures (Tactile) and implied textures (Visual).

6e. Students will recognize characteristics of space.

Example: Have students locate things in the top, bottom, and side areas on a work of art. Locate or place images under, over, below, above, center, near, far, small or large, wide narrow within a work of art.

6f. Students will recognize that some works of art have a 3rd dimension.

Example: Which of these images of animals is 3-Dimensional? Why?

***Standard 7:** Educational experiences in Grade One will ensure that students use the elements and principles of design to communicate ideas.*

Classroom Objective:

7a. Students will develop control in rendering many different lines using different media.

Example: Students will draw different kinds of lines to enhance the shape design created in 7b. (Straight, curved, wavy, zigzag, loopy, spiral, radial, broken, thick, thin, horizontal, vertical and parallel)

7b. Students will organize shapes into interesting arrangements.

Example: Create a self-portrait using cut or torn paper shapes.

7c. Students will use appropriate colors within works of art.

Example: Create two drawings, one using warm colors and one using cool colors.

7d. Students will use texture to enhance works of art.

Example: Use plastic rubbing plates and crayons to fill paper with various textures.

7e. Students will create works of art considering the space of the paper.

Example: Use plastic rubbing plates and crayons to fill paper with various textures.

7f. Students will construct 3-D works of art.

Example: Form a clay pot using the pinch method.

7g. Students will use the basic principle of repetition in works of art.

Example: Create a repeating design using precut sponge shapes and tempera paint.

7h. Students will use the principle of balance in works of art.

Example: Use symmetrical designs to decorate a mask.

7i. Students will recognize and create color values.

Example: Students mix light and dark colors using tempera paint.

3: CONTENT

Students will consider, select and apply a range of subject matter, symbols and ideas.

Performance Standard 8: Educational experiences in Grade One will ensure that students discuss a variety of sources for art content.

Classroom Objective:

8a. Students will observe and talk about works of art with Cultural, Religious, Geographic, Social, Environmental or Political influences.

Example: Compare and contrast the relationship of the individuals in *Mother and Child* by Mary Cassatt with those in *The Banjo Lesson* by Henry Tanner.

Performance Standard 9: Educational experiences in Grade One will ensure that students select and use subject matter, symbols and ideas to communicate meaning.

Classroom Objective:

9a. Students will create environmental or thematic works of art in a variety of different media. (Celebrations, fantasy, weather, self/family, city, day/night, outer space, etc.)

Example: Students will draw a cityscape at night.

9b. Students will use symbols to create a design.

Example: Draw something using a letter or a number as the foundation of the image.

9c. Students will consider that sometimes artists assign titles to their work.

Example: Draw an imaginary insect and give it a name.

4: HISTORY AND CULTURES

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

Performance Standard 10: Educational experiences in Grade One will ensure that students recognize that the visual arts have a history and a variety of cultural purposes and meanings.

Classroom Objective:

10a. Students will consider selected works of art in terms of who made it, what is it made of, where was it made, when was it made, and why it was made.

Example: Discuss a display of mask reproductions in terms of who, what, when, where and why?

Performance Standard 11: Educational Experiences in Grade One will ensure that students identify specific works of art as belonging to particular styles, cultures, times and places.

Classroom Objective:

11a. Students will explore art works associated with particular styles, cultures, times and places.

Example: Display two prints by each of a variety of artists in random order. Ask students to match two prints done in the same style.

Performance Standard 12: Educational Experiences in Grade One will ensure that students create artwork that demonstrates an understanding of how history or culture can influence visual art.

Classroom Objective:

12a. Students will create works of art that are influenced by particular styles, cultures, times or places.

Example: Observe paintings of impressionist artists such as Van Gogh and Monet. Paint sunflowers using dabs of paint and short brushstrokes.

5: ANALYSIS, INTERPRETATION AND EVALUATION
Students will reflect upon, analyze, interpret and evaluate their work and others' work.

Performance Standard 13: Educational experiences in Grade One will ensure that students will identify various purposes for creating works of art.

Classroom Objective:

13a. Students will view examples of works of art and categorize them as decorative, expressive or functional.

Example: Play sorting games with postcard collection of art works.

Performance Standard 14: Educational experiences in Grade One will ensure that students describe visual characteristics of works of art using visual terminology.

Classroom Objective:

14a. Students will identify the elements of art and principles of design within works of art.

Example: Look at *Study For Composition No. 2.* by Wassily Kandinsky . Have students correspond parts of the painting to the appropriate reference chart.

14b. Students will use appropriate vocabulary for personal interpretation of mood and meaning within works of art.

Example: After studying Kandinsky's *Study No. 2* have students articulate what they think the painting means and if they like it.

Performance Standard 15: Educational experiences in Grade One will ensure that students recognize that there are different responses to specific works of art.

Classroom Objective:

15a. Students will look at artworks with the same subject matter and discuss similarities, differences and personal preferences.

Example: Look at various paintings, drawings, photos and sculptures of people. Have students select their favorite by a show of hands. Have some students tell why they like one piece over the others. Recognize that not everyone will like the same kind of art but that we need to respect each other's opinions.

Performance Standard 16: Educational experiences in Grade One will ensure that students describe their personal responses to works of art using visual art terminology.

Classroom Objective:

16a. Students will have opportunities to talk about their own artwork.

Example: Create an imaginary collage from cut magazine images and colored paper scraps and come up with an interesting title for their work. Talk about their work with their neighbor or during a group share time.

Performance Standard 17: Educational experiences in Grade One will ensure that students identify possible improvements in the process of creating their own work.

Classroom Objective:

17a. Students will evaluate some of their art works based on benchmark examples that reflect lesson objectives.

Example: Assign the appropriate face to their artwork.

If it is a or , have them try to identify how they could have done it better.

6. CONNECTIONS

Students will make connections between the visual arts, other disciplines and daily life.

Performance Standard 18: Educational experiences in Grade One will ensure that students identify connections between the visual arts and other arts disciplines.

Classroom Objective:

18a. Students will describe and compare how ideas and emotions are expressed in theatre, music, dance and visual arts.

Example: Assign expressive body movements to illustrate the emotion portrayed by their masks.

Performance Standard 19: Educational experiences in Grade One will ensure that students identify connections between the visual arts and other disciplines in the curriculum.

Classroom Objective:

19a. Students will identify similarities and differences in the meaning of common terminology used in art and other content areas.

Example: Consider the importance of counting skills to create patterns using sponge printed images.

Performance Standard 20: Educational experiences in Grade One will ensure that students describe how the visual arts are combined with other arts in multimedia work.

Classroom Objective:

20a. Students will partake in school wide interdisciplinary units of study.

Example: As an example, a school wide Interdisciplinary unit on the 2004 Summer Olympics in Greece, first graders will create paper decorations to hang in the gymnasium as part of school-wide Olympic Celebration.

Performance Standard 21: Educational experiences in Grade One will ensure that students demonstrate understanding of how visual arts are used in the world around us.

Classroom Objective:

21a. Students consider the works of professional photographers, illustrators, architects, and other designers including graphic, industrial, videography and computer.

Example: Display photos of professional artists and their products.

***Performance Standard 22:** Educational experiences in Grade One will ensure that students recognize that works of visual art are produced by artisans and artists in different cultures, times and places.*

Classroom Objective:

22a. Students will consider works of art from other cultures, times and places.

Example: Show slides or videos of artists and their work. (*Maria*, Native American Clay Potter)

Visual Arts

Grade Two

1: MEDIA

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

***Performance Standard 1:** Educational experiences in Grade Two will ensure that students differentiate between a variety of media, techniques and processes.*

Classroom Objective:

1a. Students will discriminate differences between a variety of 2-D and 3-D materials, techniques and processes.

Example: Compare and contrast works of art in terms of how and with what they were made.

***Performance Standard 2:** Educational experiences in Grade Two will ensure students describe how different media, techniques and processes cause different effects and personal responses.*

Classroom Objective:

2a. Students will explore and discuss expressive qualities found in different media, techniques and processes.

Example: Paint a warm or cool colored sky using watercolors on dampened paper.

2b. Students will describe how materials, techniques and processes result in different interpretations.

Example: Compare and contrast several abstract paper cut-out designs of Henri Matisse. Discuss whether the titles match the images.

***Performance Standard 3:** Educational experiences in Grade Two will ensure that students use different media*, techniques and processes to communicate ideas, feelings, experiences and stories.*

*Materials include, but are not limited to; crayons, oil-base crayons, water-soluble crayons, water-base and scented markers, colored chalk, colored pencils, watercolors, tempera paint, glue bottles, scissors, oil base clay, earth clay as well as decorative craft materials such as yarn, glitter, plastic beads, feathers, fabric, buttons, pipe cleaners and assorted papers.

Classroom Objective:

3a. Students will identify visual images, themes and ideas for works of art.

Example: Grade 2 science curriculum studies the ocean. In art class the students will investigate art works with an ocean theme.

3b. Students will use sources of visual images, themes and ideas.

Example: Draw an underwater ocean scene using a variety of visual resources for specific information. Students begin to draw what they see rather than from their memory or imagination.

3c. Students will select, organize and use visual images, themes and ideas for communication and self-expression.

Example: Cut out 'Matisse-like' shapes from a previously painted paper. Arrange the pieces onto another colored background. Give the work a title that helps others interpret the shapes.

3d. Students will create original works of art that express personal views, ideas and experiences.

Example: Create a drawing of a house, including a variety of shapes and patterns. Provide ample architectural photos, books and drawings for reference ideas.

3e. Students will consider the effective use of visual images, themes and ideas.

Example: Look at several art works that show people in action. Discuss how positioning the body helps us understand what the people are doing.

Performance Standard 4: Educational experiences in Grade Two will ensure that students use art media and tools in a safe and responsible manner.

Classroom Objective:

4a. Students continue to exercise proper use and control of materials. (Craftsmanship)

Example: Teacher frequently demonstrates proper use of materials as part of instruction

4b. Students will demonstrate appropriate behavior in the art room.

Example: Review posted art room rules, routines and procedures often.

4c. Students will understand their responsibility to take care of the materials, tools and table space they are given to use.

Example: Discuss how ALL the students in the school share many of the same tools, materials and table space. Remind students that as they get older, more is expected from them. " Thank you Nick for emptying the pencil sharpener without even being asked. You noticed that it was very full and did something about it. I appreciate your help."

4d. Students will demonstrate respect for others. Character education and anti-bullying portion of school wide curriculum are considered at all times in the art room.

Example: Teacher always on the lookout for 'teachable moments' that recognize appropriate student behavior. Encourage students to problem-solve through inappropriate situations.

2: ELEMENTS AND PRINCIPLES

Students will understand and apply elements and organizational principles of art.

Performance Standard 5: Educational experiences in Grade Two will ensure that students identify the different ways visual characteristics are used to convey ideas.

Classroom Objective:

5a. Students will recognize the elements of art. (Line, Shape, Color, Texture, Space and Form) and use principles of design. (Rhythm, Movement, Proportion, Emphasis, Balance, Variety and Unity)

Example: Have the students identify the elements of art and principles of design in the specific works of art using appropriate vocabulary.

Reference charts with words and images are displayed in the art room.

Performance Standard 6: Educational experiences in Grade Two will ensure that students describe how different expressive features, and ways of organizing them, cause different responses.

Classroom Objective:

6a. Students will identify the elements of art.

Example: Name the primary colors. Which two primaries will make green? orange? violet?

6b. Students will recognize the principles of design.

Example: Point out the repeating design in examples of wrapping paper.

Performance Standard 7: Educational experiences in Grade Two will ensure that students use the elements and principles of design to communicate ideas.

Classroom Objective:

7a. Students will use a variety of lines and shapes within a work of art.

Example: Draw a repeating design on a folded paper using colored markers or pencils.

7b. Students will use appropriate colors within works of art.

Example: Create two sky paintings, one using warm colors and one using cool colors.

7c. Students will use texture to enhance works of art.

Example: Use plastic architectural rubbing plates and crayons to add texture to a drawing of a house.

7d. Students will create works of art considering the space of the paper.

Example: Students will create a pattern of sponge printed shapes in rows that completely cover a large sheet of paper to be used later as wrapping paper.

7e. Students will construct 3-D works of art.

Example: Form an animal out of clay pot..

7f. Students will use the principle of balance in works of art.

Example: Use symmetrical designs to decorate a mask.

7g. Students will recognize and create color values.

Example: Create a design using only black and white paint mixed to make a variety of gray values.

3: CONTENT

Students will consider, select and apply a range of subject matter, symbols and ideas.

Performance Standard 8: Educational experiences in Grade Two will ensure that students discuss a variety of sources for art content.

Classroom Objective:

8a. Students will observe and talk about works of art with Cultural, Religious, Geographic, Social, Environmental or Political influences.

Example: Discuss how Pablo Picasso's painting *Guernica* was a way to express his feelings about the Spanish Civil War.

Performance Standard 9: Educational experiences in Grade Two will ensure that students select and use subject matter, symbols and ideas to communicate meaning.

Classroom Objective:

9a. Students will create environmental or thematic works of art in a variety of different media. (Celebrations, fantasy, weather, self/family, city, day/night, outer space, etc.)

Example: Students will create a painting about the weather.

9b. Students will use symbols to create a design.

Example: Create a stencil and use it for the design of a greeting card.

4: HISTORY AND CULTURES

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

***Performance Standard 10:** Educational experiences in Grade Two will ensure that students recognize that the visual arts have a history and a variety of cultural purposes and meanings.*

Classroom Objective:

10a. Students will identify selected works of art in terms of who made it, what is it made of, where was it made, when was it made, and why it was made.

Example: Discuss display of mask reproductions in terms of who, what, when, where and why?

***Performance Standard 11:** Educational Experiences in Grade Two will ensure that students identify specific works of art as belonging to particular styles, cultures, times and places.*

Classroom Objective:

11a. Students will explore art works associated with particular styles, cultures, times and places.

Example: Display two prints by each of a variety of artists in random order. Ask students to match two prints done in the same style.

***Performance Standard 12:** Educational Experiences in Grade Two will ensure that students create artwork that demonstrates an understanding of how history or culture can influence visual art.*

Classroom Objective:

12a. Students will create works of art that are influenced by particular styles, cultures, times or places.

Example: Design a Native American Totem Mask.

5: ANALYSIS, INTERPRETATION AND EVALUATION

Students will reflect upon, analyze, interpret and evaluate their work and others' work.

Performance Standard 13: Educational experiences in Grade Two will ensure that students will identify various purposes for creating works of art.

Classroom Objective:

13a. Students will view works of art and consider reasons why they were made.

Example: Looking at a display of mask reproductions have students give reasons why these masks were made such as, drama, ceremonies, protection, etc.

Performance Standard 14: Educational experiences in Grade Two will ensure that students describe visual characteristics of works of art using visual terminology.

Classroom Objective:

14a. Students will use appropriate vocabulary for personal interpretation of mood and meaning within works of art.

Example: Compare and contrast the masks. Have students point out similarities and differences.

Performance Standard 15: Educational experiences in Grade Two will ensure that students recognize that there are different responses to specific works of art.

Classroom Objective:

15a. Students will look at artworks with the same subject matter and discuss personal preferences.

Example: Have the students look at three different masks. Point to one at a time and have students raise their hand if they like that one the best. Remind them to form their own opinion even if it differs from their closest friends.

Performance Standard 16: Educational experiences in Grade Two will ensure that students describe their personal responses to works of art using visual art terminology.

Classroom Objective:

16a. Students will have opportunities to talk about their art preferences.

Example: Encourage students to talk about why they like certain works of art using complete sentences.

Performance Standard 17: Educational experiences in Grade Two will ensure that students identify possible improvements in the process of creating their own work.

Classroom Objective:

17a. Students will evaluate some of their art works based on benchmark examples that reflect lesson objectives.

Example: Assign the appropriate 'smiley face' symbol to their artwork.

Identify how they could have improved their work.

6: CONNECTIONS

Students will make connections between the visual arts, other disciplines and daily life.

Performance Standard 18: Educational experiences in Grade Two will ensure that students identify connections between the visual arts and other arts disciplines.

Classroom Objective:

18a. Students will describe and compare how ideas and emotions are expressed in theatre, music, dance and visual arts.

Example: Have students assign a voice to a specified mask.

Performance Standard 19: Educational experiences in Grade Two will ensure that students identify connections between the visual arts and other disciplines in the curriculum.

Classroom Objective:

19a. Students will identify similarities in the meaning of common terminology used in art and other content areas.

Example: Consider the similarity in giving their artwork a title and giving the stories they write a title.

Performance Standard 20: Educational experiences in Grade Two will ensure that students describe how the visual arts are combined with other arts in multimedia work.

Classroom Objective:

20a. Students will partake in school wide interdisciplinary units of study.

Example: As an example, as part of a school wide Interdisciplinary unit on the 2004 Summer Olympics in Greece, second graders will create Olympic banners.

Performance Standard 21: Educational experiences in Grade Two will ensure that students demonstrate understanding of how visual arts are used in the world around us.

Classroom Objective:

21a. Students consider the works of professional photographers, illustrators, architects, and other designers including graphic, industrial, videography and computer.

Example: If possible arrange for a local architect to come in during lesson on drawing a building.

Performance Standard 22: Educational experiences in Grade Two will ensure that students recognize that works of visual art are produced by artisans and artists in different cultures, times and places.

Classroom Objective:

22a. Students will consider works of art from other cultures, times and places.
Example: Display books and photos of famous architecture.

Visual Arts

Grade Three

1: MEDIA

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

***Performance Standard 1:** Educational experiences in Grade Three will ensure that students differentiate between a variety of media, techniques and processes.*

Classroom Objective:

1a. Students will discriminate differences between a variety of 2-D and 3-D materials, techniques and processes.

Example: Describe how to construct a cylinder from a slab of clay. Write and/or illustrate the steps.

***Performance Standard 2:** Educational experiences in Grade Three will ensure students describe how different media, techniques and processes cause different effects and personal responses.*

Classroom Objective:

2a. Students will use expressive qualities found in different media, techniques and processes.

Example: Select yarn of various colors and textures for weaving. Consider the effect that the colors and textures will have on the overall design of their wall hanging.

2b. Students will describe how materials, techniques and processes result in different interpretations.

Example: While working discuss with tablemates why did they choose the specific colors and textures and other added decorations.

***Performance Standard 3:** Educational experiences in Grade Three will ensure that students use different media*, techniques and processes to communicate ideas, feelings, experiences and stories.*

*Materials include, but are not limited to; crayons, oil-base crayons, water-soluble crayons, water-base markers, colored chalk, colored pencils, watercolors, tempera paint, glue bottles, scissors, earth clay and clay tools as well as decorative craft materials such as yarn, glitter, plastic beads, feathers, fabric, buttons, pipe cleaners and assorted papers.

Classroom Objective:

3a. Students will identify visual images, themes and ideas for works of art.

Example: After viewing a film about the history of stained glass, students will list as many different designs as they can remember such as religious scenes, landscapes, florals geometric, etc.

3b. Students will use sources of visual images, themes and ideas.

Example: Students will draw a bird using their choice of visual references. (Plastic models, photos, drawings.)

3c. Students will select, organize and use visual images, themes and ideas for communication and self-expression.

Example: Create a watercolor painting to portray a windy day.

3d. Students will create original works of art that express personal views, ideas and experiences.

Example: Draw an expressive portrait combining basic proportions and observation.

3e. Students will compare the effective use of visual images, themes and ideas.

Example: Place special issue postage stamps on index cards. Give to small groups of students to discuss. Groups must discuss whether or not the design of the stamp sends a clear message about the subject. A spokesperson will share the results with the class.

Performance Standard 4: Educational experiences in Grade Three will ensure that students use art media and tools in a safe and responsible manner.

Classroom Objective:

4a. Students continue to exercise proper use and control of materials. (Craftsmanship)

Example: Teacher frequently demonstrates proper use of materials as part of instruction.

4b. Students will demonstrate appropriate behavior in the art room.

Example: Review posted art room rules, routines and procedures often.

4c. Students will understand their responsibility to take care of the materials, tools and table space they are given to use.

Example: Discuss how ALL the students in the school share many of the same tools, materials and table space. Always look for "teachable moments" to reinforce good work habits.

4d. Students will demonstrate respect for others. Character education and anti-bullying portion of school wide curriculum are considered at all times in the art room.

Example: Teacher always on the lookout for 'teachable moments' that recognize appropriate student behavior. Encourage students to problem-solve through inappropriate situations.

2: ELEMENTS AND PRINCIPLES

Students will understand and apply elements and organizational principles of art.

***Performance Standard 5:** Educational experiences in Grade Three will ensure that students identify the different ways visual characteristics are used to convey ideas.*

Classroom Objective:

5a. Students will recognize and use the elements of art (Line, Shape, Color, Texture, Space and Form) and principles of design (Rhythm, Movement, Proportion, Emphasis, Balance, Variety and Unity).

Example: Compare the characteristics and proportions of African masks to the human face.

***Performance Standard 6:** Educational experiences in Grade Three will ensure that students describe how different expressive features, and ways of organizing them, cause different responses.*

Classroom Objective:

6a. Students will identify the elements of art.

Example: Point out a particular color in a painting and ask how it was made.

6b. Students will identify the principles of design.

Example: Create a repeating design from a clay stamp.

***Performance Standard 7:** Educational experiences in Grade Three will ensure that students use the elements and principles of design to communicate ideas.*

Classroom Objective:

7a. Students will use a variety of lines and shapes within a work of art.

Example: Incorporate a variety of lines and shapes into a drawing of an imaginary place.

7b. Students will use appropriate colors within works of art.

Example: Create a still-life painting using just the three primary colors of tempera. Mix to attain the secondary colors. Add black or white to achieve tints and shades.

7c. Students will use texture to enhance works of art.

Example: draw an animal using lines inventively to suggest textures and/or patterns.

7d. Students will create works of art considering the space of the paper.

Example: Create a landscape using planned space of foreground, middle-ground and background.

7e. Students will construct 3-D works of art.

Example: Create a mask using a variety of paper sculpture techniques.

3: CONTENT

Students will consider, select and apply a range of subject matter, symbols and ideas.

Performance Standard 8: Educational experiences in Grade Three will ensure that students discuss a variety of sources for art content.

Classroom Objective:

8a. Students will observe and talk about works of art with Cultural, Religious, Geographic, Social, Environmental or Political influences.

Example: Use *Adventures in Art* textbook series to initiate discussion of how people around the world create art as part of a tradition.

8b. Students will recognize that there are many purposes for works of art.

Example: Compare the uses of ceremonial, theatrical, decorative and masquerade masks.

Performance Standard 9: Educational experiences in Grade Three will ensure that students select and use subject matter, symbols and ideas to communicate meaning.

Classroom Objective:

9a. Students will create environmental or thematic works of art in a variety of different media. (Celebrations, fantasy, weather, self/family, city, day/night, outer space, etc.)

Example: Draw an imaginary scene using the 4 basic 3-D shapes of drawing; the cylinder, cube, cone and sphere.

9b. Students will use symbols to create a design.

Example: Cut positive and negative shapes for stencils for printing.

4: HISTORY AND CULTURES

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

***Performance Standard 10:** Educational experiences in Grade Three will ensure that students recognize that the visual arts have a history and a variety of cultural purposes and meanings.*

Classroom Objective:

10a. Students will be exposed to a variety of art works that can be identified by their historical or cultural characteristics.

Example: Locate specific works of art along art room time-line.

***Performance Standard 11:** Educational Experiences in Grade Three will ensure that students identify specific works of art as belonging to particular styles, cultures, times and places.*

Classroom Objective:

11a. Students will explore art works associated with particular styles, cultures, times and places.

Example: Tell what culture is reflected in specific works of art. (Pre-historic cave paintings, Japanese prints, Egyptian paintings and hieroglyphics, Native American weaving, African mask, etc.)

***Performance Standard 12:** Educational Experiences in Grade Three will ensure that students create artwork that demonstrates an understanding of how history or culture can influence visual art.*

Classroom Objective:

12a. Students will create works of art that are influenced by particular styles, cultures, times or places.

Example: Create a landscape in the style of American Folk Artists.

5. ANALYSIS, INTERPRETATION AND EVALUATION

Students will reflect upon, describe, analyze, interpret and evaluate their own work and others' work.

Performance Standard 13: *Educational experiences in Grade Three will ensure that students will identify various purposes for creating works of art.*

Classroom Objective:

13a. Students will consider the function of works of art.

Example: While viewing a film on masks from around the world, have the students write a list of reasons why these masks were made such as, drama, ceremonies, protection, parades, etc.

Performance Standard 14: *Educational experiences in Grade Three will ensure that students describe visual characteristics of works of art using visual terminology.*

Classroom Objective:

14a. Students will have opportunities to share their opinions on the mood and meaning of works of art.

Example: Compare and contrast the masks using descriptive language.

Performance Standard 15: *Educational experiences in Grade Three will ensure that students recognize that there are different responses to specific works of art.*

Classroom Objective:

15a. Students will have opportunities to respond to specific works of art .

Example: Ask students for their personal opinions regarding specific works of art.

Encourage students to provide at least one reason for the opinion using a complete sentence.

Performance Standard 16: *Educational experiences in Grade Three will ensure that students describe their personal responses to works of art using visual art terminology.*

Classroom Objective:

16a. Students will have opportunities to talk about their art preferences.

Example: Encourage students to talk about why they like certain works of art using complete sentences.

Connecticut Performance Standard 17: Educational experiences in Grade Three will ensure that students identify possible improvements in the process of creating their own work.

Classroom Objective:

17a. Students will evaluate some of their art works based on benchmark examples that reflect lesson objectives.

Example: Assign the appropriate numeric value to your artwork.

- ✓ + (3) Master (Advanced)
- ✓ (2) Apprentice (Proficient)
- ✓ - (1) Novice (Needs more time to develop skill required for meeting objective)

6: CONNECTIONS

Students will make connections between the visual arts, other disciplines and daily life.

Performance Standard 18: Educational experiences in Grade Three will ensure that students identify connections between the visual arts and other arts disciplines.

Classroom Objective:

18a. Students will describe and compare how ideas and emotions are expressed in theatre, music, dance and visual arts.

Example: Video viewing and discussion.

Performance Standard 19: Educational experiences in Grade Three will ensure that students identify connections between the visual arts and other disciplines in the curriculum.

Classroom Objective:

19a. Students will identify similarities in the meaning of common terminology used in art and other content areas.

Example: Have the students make simple pictures and objects using tangram shapes. Compare this process to the process of making a mosaic.

Performance Standard 20: Educational experiences in Grade Three will ensure that students describe how the visual arts are combined with other arts in multimedia work.

Classroom Objective:

20a. Students will partake in school wide interdisciplinary units of study.

Example: As an example an Interdisciplinary unit on the 2004 Summer Olympics in Greece is being planned.

Performance Standard 21: Educational experiences in Grade Three will ensure that students demonstrate understanding of how visual arts are used in the world around us.

Classroom Objective:

21a. Students consider the works of professional photographers, illustrators, architects, and other designers including graphic, industrial, videography and computer.

Example: If possible arrange for a local weaver to come in and talk about their work.

Connecticut Performance Standard 22: Educational experiences in Grade Three will ensure that students recognize that works of visual art are produced by artisans and artists in different cultures, times and places.

Classroom Objective:

22a. Students will consider works of art from other cultures, times and places.

Example: Refer to maps, globe and time line during appropriate lessons.

Visual Arts

Grade Four

1: MEDIA

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

***Performance Standard 1:** Educational experiences in Grade Four will ensure that students differentiate between a variety of media, techniques and processes.*

Classroom Objective:

1a. Students will discriminate differences between a variety of 2-D and 3-D materials, techniques and processes.

Example: Create a drawing of a real or imaginary landscape that reflects knowledge of tactile, visual and invented textures.

***Performance Standard 2:** Educational experiences in Grade Four will ensure students describe how different media, techniques and processes cause different effects and personal responses.*

Classroom Objective:

2a. Students will use expressive qualities found in different media, techniques and processes.

Example: In creating the drawing of a real or imaginary landscape, explore the use of a variety of media, markers, chalk, colored pencils, oil pastels or crayons to imply textures.

2b. Students will describe how materials, techniques and processes result in different interpretations.

Example: While exploring textures using a variety of different media, share and discuss results with tablemates.

***Performance Standard 3:** Educational experiences in Grade Four will ensure that students use different media*, techniques and processes to communicate ideas, feelings, experiences and stories.*

*Materials include, but are not limited to; crayons, oil-base crayons, water-soluble crayons, water-base markers, colored chalk, charcoal, colored pencils, watercolors, tempera paint, glue bottles, scissors, scraffitto instrument, brayers for printmaking, earth clay and clay tools as well as decorative craft materials such as yarn, glitter, plastic beads, feathers, fabric, buttons, pipe cleaners and assorted papers.

Classroom Objective:

3a. Students will identify visual images, themes and ideas for works of art.

Example: After experimenting with a variety of textures, students will use this knowledge to create their real or imaginary landscape.

3b. Students will use sources of visual images, themes and ideas.

Example: Students will consider reproductions of Vincent Van Goghs' drawings to better understand the use of texture.

3c. Students will select, organize and use visual images, themes and ideas for communication and self-expression.

Example: Fourth grade students participate in the annual Fire Prevention Poster Contest. In preparation, we examine and discuss student examples from calendar images of previous winning posters. After reviewing the rules, guidelines and current theme, students will sketch ideas in their journal. Additional books, brochures, photos and web sites are available for reference.

3d. Students will compare the effective use of visual images, themes and ideas.

Example: Place several calendar pages of winning student Fire Prevention posters on each table. Each table group must discuss which of the poster is most effective at sending a clear message. A spokesperson will share the results with the class.

3e. Students will create original works of art that express personal views, ideas and experiences.

Example: Design an original Fire Prevention poster. Complete with crayon, colored pencil or markers.

Performance Standard 4: Educational experiences in Grade Four will ensure that students use art media and tools in a safe and responsible manner.

Classroom Objective:

4a. Students continue to exercise proper use and control of materials. (Craftsmanship)

Example: Discuss how controlling media is important to the overall presentation of a poster.

4b. Students will demonstrate appropriate behavior in the art room.

Example: Review posted art room rules, routines and procedures often.

4c. Students will understand their responsibility to take care of the materials, tools and table space they are given to use.

Example: Discuss how ALL the students in the school share many of the same tools, materials and table space. Assign tasks to students.

4d. Students will demonstrate respect for others. Character education and anti-bullying portion of school wide curriculum are considered at all times in the art room. Review as necessary.

Example: Teacher always on the lookout for 'teachable moments' that recognize appropriate student behavior. Encourage students to problem-solve through inappropriate situations.

2: ELEMENTS AND PRINCIPLES

Students will understand and apply elements and organizational principles of art.

Performance Standard 5: *Educational experiences in Grade Four will ensure that students identify the different ways visual characteristics are used to convey ideas.*

Classroom Objective:

5a. Students will recognize and use the elements of art (Line, Shape, Color, Texture, Space and Form) and principles design (Rhythm, Movement, Proportion, Emphasis, Balance, Variety and Unity).

Example: Identify the use of the elements of art and principles of design in specific posters.

Performance Standard 6: *Educational experiences in Grade Four will ensure that students describe how different expressive features, and ways of organizing them, cause different responses.*

Classroom Objective:

6a. Students will identify the elements of art.

Example: After drawing a 'Wordless Message', write several words or phrases on the back of the artwork to describe the type of motion or feeling that was attempted. (*Adventures in Art* textbook)

6b. Students will identify the principles of design.

Example: Identify the elements or principles that contribute to the motion or feeling in their design or the designs of others.

Performance Standard 7: *Educational experiences in Grade Four will ensure that students use the elements and principles of design to communicate ideas.*

Classroom Objective:

7a. Students will use a variety of lines and shapes within a work of art.

Example: 'Wordless Message' from 6a.

7b. Students will recognize the use of analogous and complementary color schemes.

Example: Create a painting using a specific color scheme.

7c. Students will recognize the use of positive and negative shapes in art and design.

Example: Create a cut paper design defined by positive and negative shapes.

7d. Students will create works of art considering the space of the paper.

Example: Draw a crowd of people using planned space of foreground, middle-ground and background.

7e. Students will construct 3-D works of art.

Example: Create a mask using slab method of clay construction as well as additive and applied texture techniques.

3: CONTENT

Students will consider, select and apply a range of subject matter, symbols and ideas.

Performance Standard 8: Educational experiences in Grade Four will ensure that students discuss a variety of sources for art content.

Classroom Objective:

8a. Students will observe and talk about works of art with Cultural, Religious, Geographic, Social, Environmental or Political influences.
Example: *Adventures in Art* textbook, Unit 4 *Your Art Heritage*. Discuss how people around the world create art as part of a tradition.

8b. Students will recognize that there are many purposes for works of art.
Example: Compare the uses mosaic designs. (*Advent. in Art* p.112-113)

Performance Standard 9: Educational experiences in Grade Three will ensure that students select and use subject matter, symbols and ideas to communicate meaning.

Classroom Objective:

9a. Students will create environmental or thematic works of art in a variety of different media. (Celebrations, fantasy, weather, self/family, city, day/night, outer space, etc.)
Example: Create a mosaic-like collage related to the student's personal history.

9b. Students will use symbols to create a design.
Example: Use a visual symbol within the mosaic-like collage as the center of interest.

4: HISTORY AND CULTURES

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

***Performance Standard 10:** Educational experiences in Grade Four will ensure that students recognize that the visual arts have a history and a variety of cultural purposes and meanings.*

Classroom Objective:

10a. Students will understand that works of art can be identified by their historical or cultural characteristics.

Example: The functions, cultural origin and relative age of specific works of art are considered as well as reasons and methods of creating art.

***Performance Standard 11:** Educational Experiences in Grade Four will ensure that students identify specific works of art as belonging to particular styles, cultures, times and places.*

Classroom Objective:

11a. Students will recognize art works associated with particular styles, cultures, times and places.

Example: Sort postcard reproductions into categories of style, culture, time or location.

***Performance Standard 12:** Educational Experiences in Grade Four will ensure that students create artwork that demonstrates an understanding of how history or culture can influence visual art.*

Classroom Objective:

12a. Students will create works of art that are influenced by particular styles, cultures, times or places.

Example: Create a painting in the style of Georgia O'Keefe.

5: ANALYSIS, INTERPRETATION AND EVALUATION
Students will reflect upon, analyze, interpret and evaluate their work and others' work.

Performance Standard 13: Educational experiences in Grade Four will ensure that students will identify various purposes for creating works of art.

Classroom Objective:

13a. Students will consider the function of works of art.

Example: While viewing a film on masks from around the world, have the students write a list of reasons why these masks were made such as, drama, ceremonies, protection, parades, etc.

Performance Standard 14: Educational experiences in Grade Four will ensure that students describe visual characteristics of works of art using visual terminology.

Classroom Objective:

14a. Students will have opportunities to share their opinions on the mood and meaning of works of art.

Example: Compare and contrast works of art using descriptive language.

Performance Standard 15: Educational experiences in Grade Four will ensure that students recognize that there are different responses to specific works of art.

Classroom Objective:

15a. Students will have opportunities to respond to specific works of art .

Example: Ask students for their personal opinions regarding specific works of art.

Encourage students to provide at least one reason for the opinion using a complete sentence.

Performance Standard 16: Educational experiences in Grade Four will ensure that students describe their personal responses to works of art using visual art terminology.

Classroom Objective:

16a. Students will have opportunities to talk about their art preferences.

Example: Encourage students to talk about why they like certain works of art using complete sentences.

***Performance Standard 17:** Educational experiences in Grade Four will ensure that students identify possible improvements in the process of creating their own work.*

Classroom Objective:

17a. Students will evaluate some of their art works based on benchmark examples that reflect lesson objectives.

Example: Assign the appropriate numeric value to your artwork.

3-Master (Advanced)

2-Apprentice (Proficient)

1-Novice (Basic)

17b. Students will identify possible improvements to specific art works.

6: CONNECTIONS

Students will make connections between the visual arts, other disciplines and daily life.

Performance Standard 18: Educational experiences in Grade Four will ensure that students identify connections between the visual arts and other arts disciplines.

Classroom Objective:

18a. Students will describe and compare how ideas and emotions are expressed in theatre, music, dance and visual arts.

Example: Video presentation and discussion.

Performance Standard 19: Educational experiences in Grade Four will ensure that students identify connections between the visual arts and other disciplines in the curriculum.

Classroom Objective:

19a. Students will identify similarities in the meaning of common terminology used in art and other content areas.

Example: Have the students make simple pictures and objects using tangram shapes. Compare this process to the process of making a mosaic.

Connecticut Performance Standard 20: Educational experiences in Grade Four will ensure that students describe how the visual arts are combined with other arts in multimedia work.

Classroom Objective:

20a. Students will partake in school wide interdisciplinary units of study.

Example: As an example, an Interdisciplinary unit on the 2004 Summer Olympics in Greece is being planned.

Performance Standard 21: Educational experiences in Grade Four will ensure that students demonstrate understanding of how visual arts are used in the world around us.

Classroom Objective:

21a. Students consider the works of professional photographers, illustrators, architects, and other designers including graphic, industrial, videography and computer.

Example: Video presentation and discussion of career opportunities in art.

Connecticut Performance Standard 22: Educational experiences in Grade Four will ensure that students recognize that works of visual art are produced by artisans and artists in different cultures, times and places.

Classroom Objective:

22a. Students will consider works of art from other cultures, times and places.

Example: Refer to maps, globe and time line during lessons.

Visual Arts Curriculum

Program Goals

As a result of education in the visual arts in grades 5-8, students will:

- create (imagine, experiment, plan, make, evaluate, refine and present/exhibit art works that express concepts, ideas, and feelings in the visual arts;
- select, analyze, interpret, evaluate, refine and present diverse works of visual art;
- respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse works of visual art;
- understand and use the materials, techniques, forms (structures, styles, genres) language, notation and literature of visual art;
- understand the importance of visual art in expressing and illuminating human experience, beliefs and values;
- identify representative works and recognize the characteristics of art from different historical periods and cultures;
- begin to develop mastery of at least one art form to continue lifelong involvement in that art form not only as responders, but also as creators.
- begin to develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career;
- seek art experiences and participate in the artistic life of the school and community; and
- understand the connections among the arts, other disciplines and daily life.

Visual Arts Curriculum Grade 5

Content Standard 1 for Visual Art: MEDIA

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

PERFORMANCE STANDARD #23: *Educational experiences for grade 5 ensure that students select media, techniques and processes to communicate ideas, reflect on their choices and analyze what makes them effective.*

#23A) Students select and use the appropriate drawing techniques so their work reflects their intentions. Example: Students use pencil and pen techniques, chalk techniques, scratchboard, and/or colored pencil techniques to create a drawing.

#23B) Students select and use the appropriate color choices and techniques so their work reflects their intentions. Example: Students use marker, colored pencil, and/or paint correctly to depict an intended object or image.

PERFORMANCE STANDARD #24: *Educational experiences for grade 5 ensure that students improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (two-dimensional and three-dimensional, including media/technology).*

#24A) Students improve/develop drawing skills by carefully observing subject matter and drawing a design or image one shape and line at a time. Example: Students create a drawing based on visual reality. They draw what they see.

#24B) Students can begin a drawing by blocking-in and restating, working from there towards a more detailed drawing. Example: Students mentally reducing the basic shape of an object to the simplest shape possible, and then develop a detailed drawing.

#24C) Students can “build” a drawing or visual composition that creates the illusion of volume by using geometric solids; spheres, cones, cylinders, and cubes. Example: Students begin a drawing with geometric solids, and develop an intended image from that point.

#24D) Students can add shading to a drawn object to emphasize form, make it look as if it has volume by using a variety of media including pencil, chalk, pen, and/or computer graphics. Example: Students create a drawing in which they use shading.

#24E) Students create the illusion of texture in their drawing by using stipple, hatching, cross-hatching, and other linear techniques. Example: Students create a drawing in which they use texture.

#24F) Students use appropriate methods of hand building clay (coil building, slab construction, and/or pinching) to create a three-dimensional artwork that effectively illustrates their intended idea. Example: Students create an object from clay in which they use one or more of the above techniques.

#24G) Students can use techniques of impressing, scraffito, burnishing, and/or glazing to embellish and/or texture the surface of objects made of clay. Example: Students create an object from clay in which they use one or more of the above techniques.

PERFORMANCE STANDARD #25): *Educational experiences for grade 5 ensure that students use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.*

#25A) By creating an actual or virtual object that has been thoughtfully considered from all sides, students demonstrate that they understand that all views of a three dimensional object are related. Example: Students create a 3-d object in which visual details have been developed on all sides of the object to depict an intended idea, concept, or image.

#25B) Students apply what they have learned about drawing, painting, design and/or clay, to their work so they communicate effectively in the visual language of art. Example: Students correctly use learned techniques to create a painting or sculpture that accurately depicts their intentions.

Content Standard 2: Elements and Principles

Students will understand and apply elements and organizational principles of art.

PERFORMANCE STANDARD #26: *Educational experiences in grade 5 ensure that students use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.*

#26A) Students can name the foreground, mid-ground and background objects in a picture, and can place objects appropriately on the picture plane. Example: Students draw a picture in which objects are placed appropriately. Students use correct terminology to either discuss or label the placement of the objects.

#26B) Students recognize that the horizon line is at the eye level of the viewer by adding a horizon line to their drawings. Example: In their drawings students use a horizon line to separate the earth from the sky.

#26C) Students recognize overlapping as a technique to depict the illusion of depth and to utilize space in a drawing. Example: Students use overlapping in their drawings.

PERFORMANCE STANDARD #27: *Educational experiences in grade 5 ensure that students recognize and reflect on the effects of arranging visual characteristics in their own and each other's work.*

#27A) Students use and understand the vocabulary of art and design. Example: Students identify and name various components and characteristics by correctly applying artistic ideas and components from written material to their own work; and/or by discussing their own work and the work of others.

#27B) Students demonstrate that they understand that human beings have particular proportional relationships, by arranging the visual characteristics of people correctly in their drawings. Example: Students create an artwork in which people have correct proportional relationships, and verbally explain what those relationships are.

PERFORMANCE STANDARD #28: *Educational experiences in grade 5 ensure that students select and use the elements of art and principles of design to improve communication of their ideas.*

28A) Students recognize symmetry. Example: Students use symmetry to create a design.

#28B) Students can create a pattern by using several motifs, and/or a design by repeating patterns. Example: Students create an artwork that contains patterns.

Content Standard 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARD #29: *Educational experiences in grade 5 ensure that students consider, select from and apply a variety of sources for art content in order to communicate intended meaning.*

#29A) Students can find and use appropriate visual resources to add detail, realistic form, and/ or color to drawings, paintings, or sculpture. Example: Students use visual references to create an artwork that contains realistic form, characteristics, and detail.

#29B) After being exposed to the work of a particular artist, or cultural group, students will select and apply subject matter, characteristics, symbols, and/or ideas from the source material to their own work. Example: Students use specific characteristics, symbols, and/or ideas in creating an artwork.

PERFORMANCE STANDARD #30: *Educational experiences in grade 5 ensure that students consider and compare the sources for subject matter, symbols and ideas in their own and other's work.*

#30A) Students can verbalize the reasons for using certain ideas in their work. Example: After looking at their own work and the work of others, students can use correct terminology to describe the sources, symbols, and ideas in the work.

Content Standard 4: History and Culture

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

PERFORMANCE STANDARD #31: *Educational experiences **in grade 5** ensure that students know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.*

#31A) Students create artwork that contains obvious visual relationships to art forms from various cultures, geographic areas, and/or historical styles. Example: Students create artwork that is based upon the traditional designs of Native American art.

#31B) Students can compare the characteristics and purposes of art forms from various cultures, geographic areas, and/or historical style.

Example: After creating art that has a visual relationship to a culture, geographical location, and/or historical style, students are then able to compare the characteristics and purposes of that type of art to another more familiar form.

#31C) Students verbally express factual information about an artist, style, historical period and/or cultural content. Example: After reading or viewing videotapes, visiting virtual museums, or viewing other visual materials, students will be able to apply their knowledge either by writing a carefully conceived paragraph or correctly answering questions which accurately convey information about an artist, style, historical and/or cultural content.

PERFORMANCE STANDARD #32: *Educational experiences **for grade 5** ensure that students describe and place a variety of specific significant art objects by artist, style and historical and cultural context.*

#32A) Students identify specific art objects by artist, style, and historical and cultural content. Example: When viewing pictures of art objects with no verbal identification, students can sort those objects into categories based on artist, style, historical, and cultural context.

Content Standard 5: Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.

PERFORMANCE STANDARD #33: *Educational experiences for grade 5 ensure that students compare and contrast purposes for creating works of art.*

#33A) Students differentiate between functional and decorative art forms. Example: When studying an historical style such as Art Nouveau, students can differentiate the functional works from the decorative.

PERFORMANCE STANDARD #34: *Educational experiences for grade 5 ensure that students describe and analyze visual characteristics of work of art using visual art terminology.*

#34A) Students can recognize, name, and/or use the horizon line, vanishing points, foreground, background, color plans, overlapping shapes, foreshortening, symmetry, depth, scale, texture, value, form, unity, rhythm, contrast, and/or balance in works of art. Example: After creating art that contains some or all of the above characteristics, students can identify those characteristics and explain their use with-in the piece.

PERFORMANCE STANDARD #35: *Educational experiences for grade 5 ensure that students compare a variety of individual responses to, and interpretations of their own works of art and those from various eras and cultures.*

#35A) Students can compare and identify the differences between works of art from various eras and cultures, particularly in reference to interpretations of ideas, meaning, and/or symbolism. Example: After learning about the art of a specific era or culture, students produce work that contains similar elements or characteristics. Students can then identify how their ideas, meanings, and/or symbolism differ from the model or example.

PERFORMANCE STANDARD #36: *Educational experiences for grade 5 ensure that students describe their own responses to, and interpretations of, specific works of art.*

#36A) Students verbally express their own responses and interpretations to works of art. Example: After viewing a work of art students describe their emotional and intellectual responses to the work.

PERFORMANCE STANDARD #37: *Educational experiences **for grade 5** ensure that students reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content).*

#37A) Students evaluate the quality and effectiveness of their own work and the work of others by using critical thinking skills and making artistic judgments based on techniques, elements and principles of design, use of color, contrast, value, content, and /or symbolism.

PERFORMANCE STANDARD #38: *Educational experiences **for grade 5** ensure that students describe/analyze their own artistic growth over time in relation to specific criteria.*

#38A) Students describe and/or analyze their own artistic growth. Example: By doing pre-project and post-project activities, students compare their growth in both their artistic skills and their intellectual understanding of a subject or technique.

Content Standard 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARD #39: *Educational experiences **in grade 5** ensure that students compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.*

#39A) Students can compare characteristics of works in the visual arts with other art forms, such as theater, music, and film. Example: When viewing a Baroque painting and hearing Baroque music, students can write a paragraph comparing the characteristics of the pieces.

PERFORMANCE STANDARD #40: *Educational experiences **in grade 5** ensure that students describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated.*

#40A) Students discover the connection between math and art by using the mathematical concept of estimating proportions. Example: By observing where lines cross grids in subject drawings, students then use these visual references to determine the scale and proportion of the subject of their own drawings.

#40B) Students discover the connection between language arts and art by using drawing as a visual language with its own rules, vocabulary, and composition. Example: Students tell a story with drawings alone, without the use of any words.

#40C) Students discover the connection between language arts and art when they encounter and use new vocabulary as it relates to art experiences.

PERFORMANCE STANDARD #41: *Educational experiences **in grade 5** ensure that students apply visual arts knowledge and skills to solve problems common in daily life.*

#41A) Students will demonstrate that they understand the value of good presentation in a visual project or product. Example: By producing artwork that is thoughtfully conceived and neatly presented students demonstrate that they understand the value of good presentation.

#41B) By cleaning up appropriately students demonstrate that they respect the school environment and their peers.

PERFORMANCE STANDARD #42: *Educational experiences **in grade 5** ensure that students identify various careers that are available to artists.*

#42A) Students identify careers that are available to artists. Example: When given a list of objects in our environment, students can identify the kind of artistic career that the artist or designer would have, to produce that type of work.

Visual Arts Curriculum Grade 6

Content Standard 1 for Visual Art: MEDIA

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

PERFORMANCE STANDARD #23: *Educational experiences for grade 6 ensure that students select media, techniques and processes to communicate ideas, reflect on their choices and analyze what makes them effective.*

#23A) Students select and use the appropriate drawing techniques so their work reflects their intentions. Example: Students use pencil and pen techniques, chalk techniques, scratchboard, and/or colored pencil techniques to create a drawing.

#23B) Students select and use the appropriate color choices and techniques so their work reflects their intentions. Example: Students use marker, colored pencil, and/or paint correctly to depict an intended object or image.

#23C) Students can explain why they used selected color ideas or a specific media in their work. Example: Students correctly use the vocabulary of design and color theory to discuss their work.

PERFORMANCE STANDARD #24: *Educational experiences for grade 6 ensure that students improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (two-dimensional and three-dimensional, including media/technology).*

#24A) Students improve/develop drawing skills by carefully observing subject matter and drawing a design or image one shape and line at a time. Example: Students create a drawing based on visual reality. They draw what they see.

#24B) Students can begin a drawing by blocking-in and restating, working from there towards a more detailed drawing. Example: Students mentally reducing the basic shape of an object to the simplest shape possible, and then develop a detailed drawing.

#24C) Students can “build” a drawing or visual composition that creates the illusion of volume by using geometric solids; spheres, cones, cylinders, and cubes. Example: Students begin a drawing with geometric solids, and develop an intended image from that point.

#24D) Students can add shading to a drawn object to emphasize form, make it look as if it has volume by using a variety of media including pencil, chalk, pen, and/or computer graphics. Example: Students create a drawing in which they use shading.

#24E) Students create the illusion of texture in their drawing by using stipple, hatching, cross-hatching, and other linear techniques. Example: Students create a drawing in which they use texture.

#24F) Students use appropriate methods of hand building clay (coil building, slab construction, and/or pinching) to create a three-dimensional artwork that effectively illustrates their intended idea. Example: Students create an object from clay in which they use one or more of the above techniques.

#24G) Students can use techniques of impressing, scraffito, burnishing, and/or glazing to embellish and/or texture the surface of objects made of clay. Example: Students create an object from clay in which they use one or more of the above techniques.

24 H) Students apply the basics of color theory to their art. Example: Students mix and use hues, tints, tones, shades from the 3 primary colors plus black and white.

PERFORMANCE STANDARD #25): *Educational experiences for grade 6 ensure that students use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.*

#25A) By creating an actual or virtual object that has been thoughtfully considered from all sides, students demonstrate that they understand that all views of a three dimensional object are related. Example: Students create a 3-d object in which visual details have been developed on all sides of the object to depict an intended idea, concept, or image.

#25B) Students apply what they have learned about drawing, painting, design and/or clay, to their work so they communicate effectively in the visual language of art. Example: Students correctly use learned techniques to create a painting or sculpture that accurately depicts their intentions.

Content Standard 2: Elements and Principles

Students will understand and apply elements and organizational principles of art.

PERFORMANCE STANDARD #26: *Educational experiences in grade 6 ensure that students use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.*

#26A) Students can name the foreground, mid-ground and background objects in a picture, and can place objects appropriately on the picture plane. Example: Students draw a picture in which objects are placed appropriately. Students use correct terminology to either discuss or label the placement of the objects.

#26B) Students recognize that the horizon line is at the eye level of the viewer by adding a horizon line to their drawings. Example: In their drawings students use a horizon line to separate the earth from the sky.

#26C) Students recognize overlapping as a technique to depict the illusion of depth and to utilize space in a drawing. Example: Students use overlapping in their drawings.

#26D) Students can create the illusion of volume by recognizing that an object that normally is thought of as having one particular color will look as if it has several colors depending on how light shines upon it. Example: Students will use a highlighted side, shaded side, and local color when adding color to a 3-d object.

PERFORMANCE STANDARD #27: *Educational experiences in grade 6 ensure that students recognize and reflect on the effects of arranging visual characteristics in their own and each other's work.*

#27A) Students use and understand the vocabulary of art and design. Example: Students identify and name various components and characteristics by correctly applying artistic ideas and components from written material to their own work; and/or by discussing their own work and the work of others.

#27B) Students demonstrate that they understand that human beings have particular proportional relationships, by arranging the visual characteristics of people correctly in their drawings. Example: Students create an artwork in which people have correct proportional relationships, and verbally explain what those relationships are.

27C) Students can make an orderly arrangement from the components of color. Example: Students can set up a color wheel.

PERFORMANCE STANDARD #28: *Educational experiences in grade 6 ensure that students select and use the elements of art and principles of design to improve communication of their ideas.*

28A) Students recognize symmetry. Example: Students use symmetry to create a design.

#28B) Students can create a pattern by using several motifs, and/or a design by repeating patterns. Example: Students create an artwork that contains patterns.

#28C) Students create a design that takes into consideration the elements and principles of design. Example: Students create a design that contains some of the following: balance, movement, rhythm, unity, patterns of shapes and/or colors, contrast, emphasis, texture, value, and/or negative space.

#28D) Students create work that uses color to create a unified product through the use of various color plans. Example: Students use repeated patterns of color, warm/cool colors, primary or secondary colors, tints/tones/shades of color, complementary or analogous colors to create their art.

Content Standard 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARD #29: *Educational experiences in grade 6 ensure that students consider, select from and apply a variety of sources for art content in order to communicate intended meaning.*

#29A) Students can find and use appropriate visual resources to add detail, realistic form, and/ or color to drawings, paintings, or sculpture. Example: Students use visual references to create an artwork that contains realistic form, characteristics, and detail.

#29B) After being exposed to the work of a particular artist, or cultural group, students will select and apply subject matter, characteristics, symbols, and/or ideas from the source material to their own work. Example: Students use specific characteristics, symbols, and/or ideas in creating an artwork.

PERFORMANCE STANDARD #30: *Educational experiences in grade 6 ensure that students consider and compare the sources for subject matter, symbols and ideas in their own and other's work.*

#30A) Students can verbalize the reasons for using certain ideas in their work. Example: After looking at their own work and the work of others, students can use correct terminology to describe the sources, symbols, and ideas in the work.

Content Standard 4: History and Culture

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

PERFORMANCE STANDARD #31: *Educational experiences in grade 6 ensure that students know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.*

#31A) Students create artwork that contains obvious visual relationships to art forms from various cultures, geographic areas, and/or historical styles. Example: Students create artwork that is based upon the art of ancient Egypt.

#31B) Students can compare the characteristics and purposes of art forms from various cultures, geographic areas, and/or historical style.

Example: After creating art that has a visual relationship to a culture, geographical location, and/or historical style, students are then able to compare the characteristics and purposes of that type of art to another more familiar form.

#31C) Students verbally express factual information about an artist, style, historical period and/or cultural content. Example: After reading or viewing videotapes, visiting virtual museums, or viewing other visual materials, students will be able to apply their knowledge either by writing a carefully conceived paragraph or correctly answering questions which accurately convey information about an artist, style, historical and/or cultural content.

PERFORMANCE STANDARD #32: *Educational experiences for grade 6 ensure that students describe and place a variety of specific significant art objects by artist, style and historical and cultural context.*

#32A) Students identify specific art objects by artist, style, and historical and cultural content. Example: When viewing pictures of art objects with no verbal identification, students can sort those objects into categories based on artist, style, historical, and cultural context.

Content Standard 5: Analysis, Interpretation and Evaluation
Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.

PERFORMANCE STANDARD #33: *Educational experiences for grade 6 ensure that students compare and contrast purposes for creating works of art.*

#33A) Students differentiate between functional and decorative art forms. Example: When studying an historical style such as Art Nouveau, students can differentiate the functional works from the decorative.

PERFORMANCE STANDARD #34: *Educational experiences for grade 6 ensure that students describe and analyze visual characteristics of work of art using visual art terminology.*

#34A) Students can recognize, name, and/or use the horizon line, vanishing points, foreground, background, color plans, overlapping shapes, foreshortening, symmetry, depth, scale, texture, value, form, unity, rhythm, contrast, and/or balance in works of art. Example: After creating art that contains some or all of the above characteristics, students can identify those characteristics and explain their use with-in the piece.

PERFORMANCE STANDARD #35: *Educational experiences **for grade 6** ensure that students compare a variety of individual responses to, and interpretations of their own works of art and those from various eras and cultures.*

#35A) Students can compare and identify the differences between works of art from various eras and cultures, particularly in reference to interpretations of ideas, meaning, and/or symbolism. Example: After learning about the art of a specific era or culture, students produce work that contains similar elements or characteristics. Students can then identify how their ideas, meanings, and/or symbolism differ from the model or example.

PERFORMANCE STANDARD #36: *Educational experiences **for grade 6** ensure that students describe their own responses to, and interpretations of, specific works of art.*

#36A) Students verbally express their own responses and interpretations to works of art. Example: After viewing a work of art students describe their emotional and intellectual responses to the work.

PERFORMANCE STANDARD #37: *Educational experiences **for grade 6** ensure that students reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content).*

#37A) Students evaluate the quality and effectiveness of their own work and the work of others by using critical thinking skills and making artistic judgments based on techniques, elements and principles of design, use of color, contrast, value, content, and /or symbolism.

PERFORMANCE STANDARD #38: *Educational experiences **for grade 6** ensure that students describe and/or analyze their own artistic growth over time in relation to specific criteria.*

#38A) Students describe and/or analyze their own artistic growth. Example: By doing pre-project and post-project activities, students compare their growth in both their artistic skills and their intellectual understanding of a subject or technique.

Content Standard 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARD #39: *Educational experiences in grade 6 ensure that students compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.*

#39A) Students can compare characteristics of works in the visual arts with other art forms, such as theater, music, and film. Example: When viewing a Baroque painting and hearing Baroque music, students can write a paragraph comparing the characteristics of the pieces.

PERFORMANCE STANDARD #40: *Educational experiences in grade 6 ensure that students describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated.*

#40A) Students discover the connection between math and art by using the mathematical concept of estimating proportions. Example: By observing where lines cross grids in subject drawings, students then use these visual references to determine the scale and proportion of the subject of their own drawings.

#40B) Students discover the connection between language arts and art by using drawing as a visual language with its own rules, vocabulary, and composition. Example: Students tell a story with drawings alone, without the use of any words.

#40C) Students discover the connection between language arts and art when they encounter and use new vocabulary as it relates to art experiences.

#40D) Students use color theory and the science of color when creating an artwork. Example: Students mix secondary colors, tertiary colors, tint, tones, and shades; and place these correctly on a color wheel.

#40E) Students recognize the connection between art and geometry by using geometrical shapes and volumetric forms to create drawings and designs. Example: Students use geometrical shapes and volumetric forms in their drawing.

PERFORMANCE STANDARD #41: *Educational experiences in grade 6 ensure that students apply visual arts knowledge and skills to solve problems common in daily life.*

#41A) Students will demonstrate that they understand the value of good presentation in a visual project or product. Example: By producing artwork that is thoughtfully conceived and neatly presented students demonstrate that they understand the value of good presentation.

#41B) By cleaning up appropriately students demonstrate that they respect the school environment and their peers.

PERFORMANCE STANDARD #42: *Educational experiences **in grade 6** ensure that students identify various careers that are available to artists.*

#42A) Students identify careers that are available to artists. **Example:** When given a list of objects in our environment, students can identify the kind of artistic career that the artist or designer would have, to produce that type of work.

Visual Arts Curriculum Grade 7

Content Standard 1 for Visual Art: MEDIA

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

PERFORMANCE STANDARD #23: *Educational experiences for **grade 7** ensure that students select media, techniques and processes to communicate ideas, reflect on their choices and analyze what makes them effective.*

#23A) Students select and use the appropriate drawing techniques so their work reflects their intentions. Example: Students use pencil and pen techniques, chalk techniques, scratchboard, and/or colored pencil techniques to create a drawing.

#23B) Students select and use the appropriate color choices and techniques so their work reflects their intentions. Example: Students use marker, colored pencil, and/or paint correctly to depict an intended object or image.

#23C) Students can explain why they used selected color ideas or a specific media in their work. Example: Students correctly use the vocabulary of design and color theory to discuss their work.

PERFORMANCE STANDARD #24: *Educational experiences for **grade 7** ensure that students improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (two-dimensional and three-dimensional, including media/technology).*

#24A) Students improve/develop drawing skills by carefully observing subject matter and drawing a design or image one shape and line at a time. Example: Students create a drawing based on visual reality. They draw what they see.

#24B) Students can begin a drawing by blocking-in and restating, working from there towards a more detailed drawing. Example: Students mentally reduce the basic shape of an object to the simplest shape possible, and then develop a detailed drawing.

#24C) Students can “build” a drawing or visual composition that creates the illusion of volume by using geometric solids; spheres, cones, cylinders, and cubes. Example: Students begin a drawing with geometric solids, and develop an intended image from that point.

#24D) Students can add shading to a drawn object to emphasize form, make it look as if it has volume by using a variety of media including pencil, chalk, pen, and/or computer graphics. Example: Students create a drawing in which they use shading.

#24E) Students create the illusion of texture in their drawing by using stipple, hatching, cross-hatching, and other linear techniques. Example: Students create a drawing in which they use texture.

#24F) Students use appropriate methods of hand building clay (coil building, slab construction, and/or pinching) to create a three-dimensional artwork that effectively illustrates their intended idea. Example: Students create an object from clay in which they use one or more of the above techniques.

#24G) Students can use techniques of impressing, scraffito, burnishing, and/or glazing to embellish and/or texture the surface of objects made of clay. Example: Students create an object from clay in which they use one or more of the above techniques.

24 H) Students apply the basics of color theory to their art. Example: Students mix and use hues, tints, tones, shades *and complements* from the 3 primary colors plus black and white.

PERFORMANCE STANDARD #25): *Educational experiences for **grade 7** ensure that students use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.*

#25A) By creating an actual or virtual object that has been thoughtfully considered from all sides, students demonstrate that they understand that all views of a three dimensional object are related. Example: Students create a 3-d object in which visual details have been developed on all sides of the object to depict an intended idea, concept, or image.

#25B) Students apply what they have learned about drawing, painting, design and/or clay, to their work so they communicate effectively in the visual language of art.

Example: Students correctly use learned techniques to create a painting or sculpture that accurately depicts their intentions.

Content Standard 2: Elements and Principles

Students will understand and apply elements and organizational principles of art.

PERFORMANCE STANDARD #26: *Educational experiences **in grade 7** ensure that students use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.*

#26A) Students understand and use the parts of a picture plane correctly. Example: Students create drawings in which objects lower on the picture plane appear in the foreground and those higher in the picture plane appear in the background.

#26B) Students use aerial perspective in a drawing or painting by making distant objects appear less distinct. Example: Students use heavier lines to draw objects in the foreground and lighter lines to depict objects in the background.

#26C) Students can create the illusion of depth with-in a picture plane by drawing near objects overlapping distant objects, and by drawing objects which diminish in size as they recede into the distance.

#26D) Students can create the illusion of volume by recognizing that an object that normally is thought of as having one particular color will look as if it has several colors depending on how light shines upon it. Example: Students will create a drawing or painting in which shade and/or shadow is depicted by color.

#26 E) Students identify positive and negative aspects of art forms. Example: Students create art in which they have considered negative space.

#26F) Students can define one point perspective and use the principles of one point perspective to make visually accurate drawings. Example: Students make a drawing that accurately uses one point perspective.

#26G) Students demonstrate an awareness of scale; that scale is the size relationship of two things, or of parts to a whole. Example: Students draw or construct objects that reflect natural or unusual size relationships.

PERFORMANCE STANDARD #27: *Educational experiences in grade 7 ensure that students recognize and reflect on the effects of arranging visual characteristics in their own and each other's work.*

#27A) Students use and understand the vocabulary of art and design. Example: Students identify and name various components and characteristics by correctly applying artistic ideas and components from written material to their own work; and/or by discussing their own work and the work of others.

#27B) Students demonstrate that they understand that human beings have particular proportional relationships, by arranging the visual characteristics of people correctly in their drawings. Example: Students create an artwork in which people have correct proportional relationships, and verbally explain what those relationships are.

27C) Students can make an orderly arrangement from the components of color. Example: Students use orderly arrangements of color to create rhythm in a design.

PERFORMANCE STANDARD #28: *Educational experiences in grade 7 ensure that students select and use the elements of art and principles of design to improve communication of their ideas.*

28A) Students recognize symmetry. Example: Students use plain, radial, or rotational symmetry to create a design.

#28B) Students can create a pattern by using several motifs, and/or a design by repeating patterns. Example: Students create an artwork that contains multiple and/or complex patterns.

#28C) Students create a design that takes into consideration the elements and principles of design. Example: Students create a design that contains some of the following: balance, movement, rhythm, unity, patterns of shapes and/or colors, contrast, emphasis, texture, value, and/or negative space.

#28D) Students create work that uses color to create a unified product through the use of various color plans. Example: Students use repeated patterns of color, warm/cool colors, primary or secondary colors, tints/tones/shades of color, complementary or analogous colors to create their art.

#28E) Students do drawings which indicate that they understand the difference between the *visual world* (the actual size and shape of the things we see) and the *visual field* (the projected size and shape of the same things...the way the camera lens or the retina of the eye sees them.) Example: Students create a drawing in which objects are correctly foreshortened.

Content Standard 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARD #29: *Educational experiences in grade 7 ensure that students consider, select from and apply a variety of sources for art content in order to communicate intended meaning.*

#29A) Students can find and use appropriate visual resources to add detail, realistic form, and/ or color to drawings, paintings, or sculpture. Example: Students use visual references to create an artwork that contains realistic form, characteristics, and detail.

#29B) After being exposed to the work of a particular artist, or cultural group, students will select and apply subject matter, characteristics, symbols, and/or ideas from the source material to their own work. Example: Students use specific characteristics, symbols, and/or ideas in creating an artwork.

#29C) Students use symbolism to create art that communicates specific ideas. Example: Students create art that contains symbols, and then define the meaning of those symbols.

PERFORMANCE STANDARD #30: *Educational experiences in grade 7 ensure that students consider and compare the sources for subject matter, symbols and ideas in their own and other's work.*

#30A) Students can verbalize the reasons for using certain ideas in their work. Example: After looking at their own work and the work of others, students can use correct terminology to describe the sources, symbols, and ideas in the work.

Content Standard 4: History and Culture

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

PERFORMANCE STANDARD #31: *Educational experiences in grade 7 ensure that students know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.*

#31A) Students create artwork that contains obvious visual relationships to art forms from various cultures, geographic areas, and/or historical styles. Example: Students create artwork that is inspired by the Pop Art period of American art history.

#31B) Students can compare the characteristics and purposes of art forms from various cultures, geographic areas, and/or historical style.

Example: After creating art that has a visual relationship to a culture, geographical location, and/or historical style, students are then able to compare the characteristics and purposes of that type of art to another more familiar form.

#31C) Students verbally express factual information about an artist, style, historical period and/or cultural content. Example: After reading or viewing videotapes, visiting virtual museums, or viewing other visual materials, students will be able to apply their knowledge either by writing a carefully conceived paragraph or correctly answering questions which accurately convey information about an artist, style, historical and/or cultural content.

#31D) Students can identify an artist's work, the historical period in which the artist worked, the artist's country of origin, and/or that artist's stylistic characteristics.

Example: After studying a particular artist students can differentiate between work which was done by that artist, from work of other artists.

PERFORMANCE STANDARD #32: *Educational experiences for grade 7 ensure that students describe and place a variety of specific significant art objects by artist, style and historical and cultural context.*

#32A) Students identify specific art objects by artist, style, and historical and cultural content. Example: When viewing pictures of art objects with no verbal identification, students can sort those objects into categories based on artist, style, historical, and cultural context.

Content Standard 5: Analysis, Interpretation and Evaluation
Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.

PERFORMANCE STANDARD #33: *Educational experiences for grade 7 ensure that students compare and contrast purposes for creating works of art.*

#33A) Students differentiate between functional and decorative art forms. Example: When studying an historical style such as Art Nouveau, students can differentiate the functional works from the decorative.

PERFORMANCE STANDARD #34: *Educational experiences for grade 7 ensure that students describe and analyze visual characteristics of works of art using visual art terminology.*

#34A) Students can recognize, name, and/or use the horizon line, vanishing points, foreground, background, color plans, overlapping shapes, foreshortening, symmetry, depth, scale, texture, value, form, unity, rhythm, contrast, and/or balance in works of art. Example: After creating art that contains some or all of the above characteristics, students can identify those characteristics and explain their use with-in the piece.

PERFORMANCE STANDARD #35: *Educational experiences for grade 7 ensure that students compare a variety of individual responses to, and interpretations of their own works of art and those from various eras and cultures.*

#35A) Students can compare and identify the differences between works of art from various eras and cultures, particularly in reference to interpretations of ideas, meaning, and/or symbolism. Example: After learning about the art of a specific era or culture, students produce work that contains similar elements or characteristics. Students can then identify how their ideas, meanings, and/or symbolism differ from the model or example.

PERFORMANCE STANDARD #36: *Educational experiences for grade 7 ensure that students describe their own responses to, and interpretations of, specific works of art.*

#36A) Students verbally express their own responses and interpretations to works of art. Example: After viewing a work of art students describe their emotional and intellectual responses to the work.

PERFORMANCE STANDARD #37: *Educational experiences for grade 7 ensure that students reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content).*

#37A) Students evaluate the quality and effectiveness of their own work and the work of others by using critical thinking skills and making artistic judgments based on techniques, elements and principles of design, use of color, contrast, value, content, and /or symbolism.

PERFORMANCE STANDARD #38: *Educational experiences **for grade 7** ensure that students describe/analyze their own artistic growth over time in relation to specific criteria.*

#38A) Students describe and/or analyze their own artistic growth. Example: By doing pre-project and post-project activities, students compare their growth in both their artistic skills and their intellectual understanding of a subject or technique.

Content Standard 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARD #39: *Educational experiences **in grade 7** ensure that students compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.*

#39A) Students can compare characteristics of works in the visual arts with other art forms, such as theater, music, and film. Example: When viewing a Baroque painting and hearing Baroque music, students can write a paragraph comparing the characteristics of the pieces.

PERFORMANCE STANDARD #40: *Educational experiences **in grade 7** ensure that students describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated.*

#40A) Students discover the connection between math and art by using the mathematical concept of estimating proportions. Example: By observing where lines cross grids in subject drawings, students then use these visual references to determine the scale and proportion of the subject of their own drawings.

#40B) Students discover the connection between language arts and art by using drawing as a visual language with its own rules, vocabulary, and composition. Example: Students tell a story with drawings alone, without the use of any words.

#40C) Students discover the connection between language arts and art when they encounter and use new vocabulary as it relates to art experiences.

#40D) Students use color theory and the science of color when creating an artwork. Example: Students mix secondary colors, tertiary colors, tint, tones, shades, and complements; and can place these correctly on a color wheel.

#40E) Students recognize the connection between art and geometry by using geometrical shapes and volumetric forms to create drawings and designs. Example: Students use geometrical shapes and volumetric forms in their drawing.

PERFORMANCE STANDARD #41: *Educational experiences in grade 7 ensure that students apply visual arts knowledge and skills to solve problems common in daily life.*

#41A) Students will demonstrate that they understand the value of good presentation in a visual project or product. Example: By producing artwork that is thoughtfully conceived and neatly presented students demonstrate that they understand the value of good presentation.

#41B) By cleaning up appropriately students demonstrate that they respect the school environment and their peers.

#41C) Students will construct objects that will demonstrate that they understand the relationship between form and function.

PERFORMANCE STANDARD #42: *Educational experiences in grade 7 ensure that students identify various careers that are available to artists.*

#42A) Students identify careers that are available to artists. Example: When given a list of objects in our environment, students can identify the kind of artistic career that the artist or designer would have, to produce that type of work.

#42B) Students recognize the relationship between the designer and the design. Example: Students create models or drawings of shoes, clothing, cars, architectural structures, and/or products.

Visual Arts Curriculum Grade 8

Content Standard 1 for Visual Art: MEDIA

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

PERFORMANCE STANDARD #23: *Educational experiences for grade 8 ensure that students select media, techniques and processes to communicate ideas, reflect on their choices and analyze what makes them effective.*

#23A) Students select and use the appropriate drawing techniques so their work reflects their intentions. Example: Students use pencil and pen techniques, chalk techniques, scratchboard, and/or colored pencil techniques to create a drawing.

#23B) Students select and use the appropriate color choices and techniques so their work reflects their intentions. Example: Students use marker, colored pencil, and/or paint correctly to depict an intended object or image.

#23C) Students can explain why they used selected color ideas or a specific media in their work. Example: Students correctly use the vocabulary of design and color theory to discuss their work.

PERFORMANCE STANDARD #24: *Educational experiences for grade 8 ensure that students improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (two-dimensional and three-dimensional, including media/technology).*

#24A) Students improve/develop drawing skills by carefully observing subject matter and drawing a design or image one shape and line at a time. Example: Students create a drawing based on visual reality. They draw what they see.

#24B) Students can begin a drawing by blocking-in and restating, working from there towards a more detailed drawing. Example: Students mentally reduce the basic shape of an object to the simplest shape possible, and then develop a detailed drawing.

#24C) Students can “build” a drawing or visual composition that creates the illusion of volume by using geometric solids; spheres, cones, cylinders, and cubes. Example: Students begin a drawing with geometric solids, and develop an intended image from that point.

#24D) Students can add shading to a drawn object to emphasize form, make it look as if it has volume by using a variety of media including pencil, chalk, pen, and/or computer graphics. Example: Students create a drawing in which they use shading.

#24E) Students create the illusion of texture in their drawing by using stipple, hatching, cross-hatching, and other linear techniques. Example: Students create a drawing in which they use texture.

#24F) Students use appropriate methods of hand building clay (coil building, slab construction, and/or pinching) to create a three-dimensional artwork that effectively illustrates their intended idea. Example: Students create an object from clay in which they use one or more of the above techniques.

#24G) Students can use techniques of impressing, scraffito, burnishing, and/or glazing to embellish and/or texture the surface of objects made of clay. Example: Students create an object from clay in which they use one or more of the above techniques.

24 H) Students apply the basics of color theory to their art. Example: Students mix and use hues, tints, tones, shades *and complements* from the 3 primary colors plus black and white.

#24J) Students use basic watercolor techniques to create the illusion of real objects. Example: Students use the techniques of wet on wet, wet on dry, and the use of transparent overlapping colors to create the illusion of reality in a painting.

#24K) Students define complementary colors and use them in a way so they intensify or accent each other by being placed side by side. Students can neutralize or tone down the intensity of a color by mixing it with its own complement.

PERFORMANCE STANDARD #25): *Educational experiences for grade 8 ensure that students use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.*

#25A) By creating an actual or virtual object that has been thoughtfully considered from all sides, students demonstrate that they understand that all views of a three dimensional object are related. Example: Students create a 3-d object in which visual details have been developed on all sides of the object to depict an intended idea, concept, or image.

#25B) Students apply what they have learned about drawing, painting, design and/or clay, to their work so they communicate effectively in the visual language of art.

Example: Students correctly use learned techniques to create a painting or sculpture that accurately depicts their intentions.

Content Standard 2: Elements and Principles

Students will understand and apply elements and organizational principles of art.

PERFORMANCE STANDARD #26: *Educational experiences in grade 8 ensure that students use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.*

#26A) Students understand and use the parts of a picture plane correctly. Example: Students create drawings in which objects lower on the picture plane appear in the foreground and those higher in the picture plane appear in the background.

#26B) Students use aerial perspective in a drawing or painting by making distant objects appear less distinct. Example: Students use heavier lines to draw object in the foreground and lighter lines to depict objects in the background.

#26C) Students can create the illusion of depth with-in a picture plane by drawing near objects overlapping distant objects, and by drawing objects which diminish in size as they recede into the distance.

#26D) Students can create the illusion of volume by recognizing that an object that normally is thought of as having one particular color will look as if it has several colors depending on how light shines upon it. Example: Students will create a drawing or painting in which shade and/or shadow is depicted by color.

#26 E) Students identify positive and negative aspects of art forms. Example: Students create art in which they have considered negative space.

#26F) Students can define one point perspective and use the principles of one point perspective to make visually accurate drawings. Example: Students make a drawing that accurately uses one point perspective.

#26G) Students demonstrate an awareness of scale; that scale is the size relationship of two things, or of parts to a whole. Example: Students draw or construct objects that reflect natural or unusual size relationships.

#26H) Students can define two point perspective, and use the principles of two point perspective to make visually correct drawings. Example: Students make an architectural drawing using two-point perspective.

#26I) Students use surface texture in drawings not only to depict the actual surface of an object, but to indicate the form of the object. Example: Students will make a drawing in which parallel lines (contour lines) define the surface shape of the object.

PERFORMANCE STANDARD #27: *Educational experiences in grade 8 ensure that students recognize and reflect on the effects of arranging visual characteristics in their own and each other's work.*

#27A) Students use and understand the vocabulary of art and design. Example: Students identify and name various components and characteristics by correctly applying artistic ideas and components from written material to their own work; and/or by discussing their own work and the work of others.

#27B) Students demonstrate that they understand that human beings have particular proportional relationships, by arranging the visual characteristics of people correctly in their drawings. Example: Students create an artwork in which people have correct proportional relationship, and verbally explain what those relationships are.

27C) Students can make an orderly arrangement from the components of color. Example: Students use orderly arrangements of color to create rhythm in a design.

PERFORMANCE STANDARD #28: *Educational experiences in grade 8 ensure that students select and use the elements of art and principles of design to improve communication of their ideas.*

28A) Students recognize symmetry. Example: Students use radial and/or rotational symmetry to create a design.

#28B) Students can create a pattern by using several motifs, and/or a design by repeating patterns. Example: Students create an artwork that contains multiple and/or complex patterns.

#28C) Students create a design that takes into consideration the elements and principles of design. Example: Students create a design that contains some of the following: balance, movement, rhythm, unity, patterns of shapes and/or colors, contrast, emphasis, texture, value, and/or negative space.

#28D) Students create work that uses color to create a unified product through the use of various color plans. Example: Students use repeated patterns of color, warm/cool colors, primary or secondary colors, tints/tones/shades of color, complementary or analogous colors to create their art.

#28E) Students do drawings which indicate that they understand the difference between the *visual world* (the actual size and shape of the things we see) and the *visual field* (the projected size and shape of the same things...the way the camera lens or the retina of the eye sees them.) Example: Students create a drawing in which objects are correctly foreshortened.

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#29B) After being exposed to the work of a particular artist, or cultural group, students will select and apply subject matter, characteristics, symbols, and/or ideas from the source material to their own work. Example: Students use specific characteristics, symbols, and/or ideas in creating an artwork.

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PERFORMANCE STANDARD #30: *Educational experiences in grade 8 ensure the students consider and compare the sources for subject matter, symbols and ideas in their own and other's work.*

#30A) Students can verbalize the reasons for using certain ideas in their work. Example: After looking at their own work and the work of others, students can use correct terminology to describe the sources, symbols, and ideas in the work.

#30B) By creating work in which form is influenced by materials and/or function, students recognize ways in which the function and/or materials of which a form is made, influence its structure, shape, and appearance.

Content Standard 4: History and Culture

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

PERFORMANCE STANDARD #31: *Educational experiences **in grade 8** ensure that students know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.*

#31A) Students create artwork that contains obvious visual relationships to art forms from various cultures, geographic areas, and/or historical styles. Example: Students create artwork that is based upon the traditional designs of the art of Africa.

#31B) Students can compare the characteristics and purposes of art forms from various cultures, geographic areas, and/or historical style.

Example: After creating art that has a visual relationship to a culture, geographical location, and/or historical style, students are then able to compare the characteristics and purposes of that type of art to another more familiar form.

#31C) Students verbally express factual information about an artist, style, historical period and/or cultural content. Example: After reading or viewing videotapes, visiting virtual museums, or viewing other visual materials, students will be able to apply their knowledge either by writing a carefully conceived paragraph or correctly answering questions which accurately convey information about an artist, style, historical and/or cultural content.

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#39A) Students can compare characteristics of works in the visual arts with other art forms, such as theater, music, and film. Example: When viewing a Baroque painting and hearing Baroque music, students can write a paragraph comparing the characteristics of the pieces.

PERFORMANCE STANDARD #40: *Educational experiences in grade 8 ensure that students describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated.*

#40A) Students discover the connection between math and art by using the mathematical concept of estimating proportions. Example: By observing where lines cross grids in subject drawings, students then use these visual references to determine the scale and proportion of the subject of their own drawings.

#40B) Students discover the connection between language arts and art by using drawing as a visual language with its own rules, vocabulary, and composition. Example: Students tell a story with drawings alone, without the use of any words.

#40C) Students discover the connection between language arts and art when they encounter and use new vocabulary as it relates to art experiences.

#40D) Students use color theory and the science of color when creating an artwork. Example: Students mix secondary colors, tertiary colors, tint, tones, shades and complements; and place these correctly on a color wheel.

#40E) Students recognize the connection between art and geometry by using geometrical shapes and volumetric forms to create drawings and designs. Example: Students use geometrical shapes and volumetric forms in their drawing.

#40F) Students define the relationship between chemistry and clay. Example: Students describe in writing some of the chemical processes that occur when clay is fired at extreme temperatures.

#40G) Students explore the relationship between art and mathematics by creating tessellating designs.

PERFORMANCE STANDARD #41: *Educational experiences in grade 8 ensure that students apply visual arts knowledge and skills to solve problems common in daily life.*

#41A) Students will demonstrate that they understand the value of good presentation in a visual project or product. Example: By producing artwork that is thoughtfully conceived and neatly presented students demonstrate that they understand the value of good presentation.

#41B) By cleaning up appropriately students demonstrate that they respect the school environment and their peers.

#41C) Students will construct objects that will demonstrate that they understand the relationship between form and function.

PERFORMANCE STANDARD #42: *Educational experiences in grade 8 ensure that students identify various careers that are available to artists.*

#42A) Students identify careers that are available to artists. Example: When given a list of objects in our environment, students can identify the kind of artistic career that the artist or designer would have. to produce that type of work.

#42B) Students recognize the relationship between the designer and the design. Example: Students create models or drawings of shoes, clothing, cars, architectural structures, and/or products.

#41C) Students use various media, software and on-line resources to explore information about various careers available to artists.