

Elementary Visual Arts Curriculum Guide *Grades K-5*

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. -National Art Education Association

The Des Moines Public Schools offer a comprehensive, hands-on approach to learning and mastering the skills in visual arts as a key part of our Educational Philosophy, Vision, Mission, and Student Expectations.

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Foreword

Curriculum in this document is based on the National Core Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

Definition of the Visual Arts

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. –*National Art Education Association*

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How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed clusters and topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals.** You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

Des Moines Public Schools Educational Philosophy

Vision

Becoming the model for urban education in the United States.

Mission Statement

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

Student Expectations

Students demonstrate proficiency and understanding of a rigorous core curriculum:

- They demonstrate proficiency in reading, writing, speaking and listening
- They demonstrate proficiency in mathematics, including algebra and geometry
- They demonstrate financial and economic literacy
- *They demonstrate an understanding of the value of fine and performing arts in society*
- *They demonstrate proficiency in technological and information literacy*
- They demonstrate proficiency in science, including life, earth and physical science

Students possess the knowledge and skills to be self-directed and autonomous:

- *They demonstrate critical thinking and problem solving skills*
- *They exercise sound reasoning in making complex choices*
- *They exhibit creative, innovative and entrepreneurial thinking*
- *They understand the attributes of physical and mental well-being*

Students have world awareness:

- *They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community*
- *They understand the rights and obligations of citizenship at local, state, national, and global levels*
- *They are actively engaged in community life*
- *They will be exposed to languages and cultures of the world*

○ **Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts**

- Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
- Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
- Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

○ **Effective Components of an Educational Studio Program**

- Demonstrations of artistic techniques and uses of media
- Opportunities for practice, experimentation, and refinement based on effective feedback
- Support for divergent thinking and multiple learning outcomes
- A rich and robust variety of visual references
- A variety of critique and response formats
- Introductions to and expectations for use of appropriate art vocabulary
- Connections among artists, careers, and art in everyday life and communities
- An organizational system for storage and disbursement of materials and tools
- Clear and maintained expectations for art room safety, cleaning, and classroom procedures
- Integrations and connections with other content areas
- Displays of various student works within the school and the community

Document Structures

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales. The outline below serves to define the various elements of the curriculum structure.

Learning Topic – The Overarching Concept

- Definition of the topic.
- National Standards alignments – those most closely related to the overarching concept.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal
3	Meeting Standard	I have met the learning goal
2	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there
1	Insufficient Progress	The evidence I have submitted shows I have a long way to go to reach the learning goal
0/M	No evidence of student understanding in submitted work OR Missing – student has not submitted evidence	I have not submitted evidence of learning for the learning goal

*For more information on district assessment and grading practices, please refer to the Grading Practices website <http://grading.dmschools.org/teacher-resources.html>

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked requirement** of the target

Scale Level Symbols	
	The targets on this level can be changed
	Targets on this level can not be changed
	More targets can be added to this level
	No targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. It's about allowing students to demonstrate their learning multiple times in units subsequent to their current unit, or when learning is scaffolded into future units.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester's end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Grade Level Year-Long Learning Goals

Topic	Kindergarten	First Grade
Creating	<p>Students will...</p> <ul style="list-style-type: none"> A. Engage in investigation and imaginative play with materials. (VA:CrI.I.Ka) B. Use elements and principles in their original artworks : <ul style="list-style-type: none"> a. Line b. Shape c. Pattern d. Color Theory (<i>primary and secondary</i>) 	<p>Students will...</p> <ul style="list-style-type: none"> A. Collaboratively engage in investigation and imaginative play with materials. (VA:Cr.I.Ia) B. Use elements and principles in their original artworks: <ul style="list-style-type: none"> a. Texture b. Repetition c. Variety d. Color Theory (<i>complementary colors</i>)
Connecting	<p>Students will...</p> <ul style="list-style-type: none"> A. Create art that tells a story. (VA:CnI.I.I.Ka) B. Explain reasons for choosing a preferred artwork. (VA:Re9.I.I.Ka) 	<p>Students will...</p> <ul style="list-style-type: none"> A. Create art that tells a story about a personal experience. (VA:CnI.I.I.Ka) B. Sort artwork based on different reasons for preferences. (VA:Re9.I.Ia)





Grade Level Year-Long Learning Goals

Topic	Second Grade	Third Grade
Creating	<p>Students will:</p> <ul style="list-style-type: none"> A. Investigate ideas with a variety of materials and techniques. B. Use elements and principles in their original artworks : <ul style="list-style-type: none"> a. Form b. Movement c. Rhythm d. Color Theory (<i>cool and warm</i>) 	<p>Students will:</p> <ul style="list-style-type: none"> A. Choose a specific material or technique to support their idea. B. Use elements and principles in their original artworks : <ul style="list-style-type: none"> a. Value b. Emphasis c. Balance d. Color Theory (<i>shade and tint</i>)
Connecting	<p>Students will:</p> <ul style="list-style-type: none"> A. Create artworks about home, school, or community. (VA:Cn1.1.2a) B. Repurpose objects to make something new. (VA:Cr2.3.2a) 	<p>Students will:</p> <ul style="list-style-type: none"> A. Create artworks based on observation of surroundings. (VA:Cn1.1.3a) B. Create art that alters or abstracts reality. C. Create maps or diagrams of places in their everyday lives. (VA:Cr.3.3a)
Responding	<p>Students will:</p> <ul style="list-style-type: none"> A. Collaboratively brainstorm multiple solutions to a creative problem. (VA:Cr1.1.2a) B. Compare and contrast artwork from different times and places. (VA:Cn1.1.1a) 	<p>Students will:</p> <ul style="list-style-type: none"> A. Independently brainstorm multiple solutions to a creative problem. (VA:Cr1.1.3a) B. Evaluate an artwork based on given criteria. (VA:Re9.1.3a)

Grade Level Year-Long Learning Goals

Topic	Fourth Grade	Fifth Grade
Creating	<p>Students will:</p> <ul style="list-style-type: none"> A. Choose a specific material or technique to support their idea and provide the reasons for their choice. B. Use elements and principles in their original artworks: <ul style="list-style-type: none"> a. Space b. Unity c. Proportion d. Color Theory (<i>Tertiary colors</i>) 	<p>Students will:</p> <ul style="list-style-type: none"> A. Choose a specific material or technique to support their idea. B. Choose the best elements and principles to support their idea. C. Create an artist statement to describe their personal artmaking choices. (VA:Cr.3.1.5a)
Connecting	<p>Students will:</p> <ul style="list-style-type: none"> A. Create artworks that reflect cultural traditions. (VA:Cn10.1.3a) B. Create artworks that reflect natural and manmade environments. (VA:Cr2.3.4a) 	<p>Students will:</p> <ul style="list-style-type: none"> A. Create artworks that reflect an opinion or idea about society. B. Create artworks that reflect themselves.
Responding	<p>Students will:</p> <ul style="list-style-type: none"> A. Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a) B. Make inferences about artwork using visual evidence. (VA:Cn11.1.4a) 	<p>Students will:</p> <ul style="list-style-type: none"> A. Evaluate an artwork using given criteria and personal preference. B. Compare and contrast their interpretation of an artwork with the interpretation of another. (VA:Re.7.1.5a)

Kindergarten: Creating

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Engage in investigation and imaginative play with materials. (VA:Cr I.I.Ka) ❖ Use elements and principles in their original artworks : <ul style="list-style-type: none"> ➤ Line ➤ Shape ➤ Pattern ➤ Color (<i>primary and secondary</i>)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Identify and describe the Elements of Art. ❖ Use materials to create artworks.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Line, Shape, Pattern, 2D/3D, Color
(primary & secondary)

National Core Arts Standards:

Engage in investigation and imaginative play with materials.
(VA:Cr I.I.Ka)



Teacher Clarifications

All Elements do not need to be applied to every art work. Students may be given limited choice or full choice of Elements. Evidence for artistic choices can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions.







Multiple Opportunities

Almost any task can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Connecting* topic can often be assessed alongside this topic.



Kindergarten: Connecting

<p>4 </p>	<p><i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i></p>
<p>3 </p>	<ul style="list-style-type: none"> ❖ Create art that tells a story. (VA:Cn11.1.Ka) ❖ Explain reasons for choosing a preferred artwork. (VA:Re9.1.Ka)
<p>2 </p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe why they prefer particular artworks. ❖ Identify character and setting in an artwork.
<p>1 </p>	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary

Including, but not limited to...

Character, Setting, Line, Shape, Pattern, 2D/3D, Color (primary & secondary)

National Core Arts Standards:

Create art that tells a story.
(VA:Cn11.1.Ka)

Explain reasons for choosing a preferred artwork. (VA:Re9.1.Ka)



Teacher Clarifications

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!







Multiple Opportunities

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* topic can often be assessed alongside this topic.



First: Creating

<p>4 </p>	<p><i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i></p>
<p>3 </p>	<ul style="list-style-type: none"> ❖ Collaboratively engage in investigation and imaginative play with materials. (VA:Cr.I.1a) ❖ Use elements and principles in their original artworks: <ul style="list-style-type: none"> ➤ Texture ➤ Repetition ➤ Variety ➤ Color Theory (<i>complementary colors</i>)
<p>2 </p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Identify and describe the Elements of Art. ❖ Use materials to create artworks with others.
<p>1 </p>	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary

Including, but not limited to...

Texture, Repetition, Variety, Color, (complementary) 2D/3D, Media

National Core Arts Standards:

Collaboratively engage in investigation and imaginative play with materials. (VA:Cr.I.1a)



Teacher Clarifications:





All Elements do not need to be applied to every art work. Students may be given limited choice or full choice of Elements. Evidence for artistic choices can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions.



Multiple Opportunities:

Almost any task can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Connecting* topic can often be assessed alongside this topic.



First: Connecting	
4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Create art that tells a story about a personal experience. (VA:Cn11.1.Ka) ❖ Sort artwork based on different reasons for preferences. (VA:Re9.1.1a)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe how specific works of art relate to personal experiences. ❖ Identify character and setting in an artwork.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

National Core Arts Standards:

Create art that tells a story about a personal experience.
(VA:Cn11.1.Ka)

Sort artwork based on different reasons for preferences.
(VA:Re9.1.1a)



Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!



Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* topic can often be assessed alongside this topic.







Academic Vocabulary

Including, but not limited to...

Character, Setting, Texture, Repetition, Variety, Color (complementary)

Second: Creating

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Investigate ideas with a variety of materials and techniques. ❖ Use elements and principles in their original artworks : <ul style="list-style-type: none"> ➤ Form ➤ Movement ➤ Rhythm ➤ Color (cool and warm)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Identify and describe the Elements of Art. ❖ Select specific materials and techniques to create artworks.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Form, Movement, Rhythm, Color (cool & warm), Media, Technique, 2D/3D

National Core Arts Standards:

Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2a)



Teacher Clarifications:

All Elements do not need to be applied to every art work. Students may be given limited choice or full choice of Elements.

Evidence for artistic choices can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions.







Multiple Opportunities:

Almost any task can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Connecting* and *Responding* topics can often be assessed alongside this topic.



Second: Connecting

<p>4 </p>	<p><i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i></p>
<p>3 </p>	<ul style="list-style-type: none"> ❖ Create art works about home, school, or community. (VA:Cn11.1.2a) ❖ Repurpose objects to make something new. (VA:Cr2.3.2a)
<p>2 </p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe how specific works of art relate to home, school, or community. ❖ Make a list of objects which can be made into something new.
<p>1 </p>	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary

Including, but not limited to...

Form, Movement, Rhythm, Color (cool & warm), Media, Technique, 2D/3D, Repurpose

National Core Arts Standards:

Create art works about home, school, or community. (VA:Cn11.1.2a)

Repurpose objects to make something new. (VA:Cr2.3.2a)



Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!







Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Responding* topics can often be assessed alongside this topic.



Second: Responding

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Collaboratively brainstorm multiple solutions to a creative problem. (VA:CrI.1.2a) ❖ Compare and contrast artwork from different times and places. (VA:CnII.1.1a)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Demonstrate a solution to a creative problem. ❖ Describe and Identify artworks from different times and places.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Form, Movement, Rhythm, Color (cool & warm), Media, Technique, 2D/3D, Time, Place

National Core Arts Standards:

Collaboratively brainstorm multiple solutions to a creative problem. (VA:CrI.1.2a)

Compare and contrast artwork from different times and places. (VA:CnII.1.1a)



Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!







Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Connecting* topics can often be assessed alongside this topic.



Third: Creating

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Using given criteria, choose specific materials or techniques to create an original artwork. ❖ Use elements and principles in their original artworks : <ul style="list-style-type: none"> ➤ Value ➤ Emphasis ➤ Balance ➤ Color (shade and tint)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Identify and describe the Elements of Art. ❖ Select specific materials and techniques to create artwork based upon given criteria.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Value, Emphasis, Balance, Color (shade & tint), Media, Technique, 2D/3D, Criteria

National Core Arts Standards:

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



Teacher Clarifications:

All Elements do not need to be applied to every art work. Students may be given limited choice or full choice of Elements. Evidence for artistic choices can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions.







Multiple Opportunities:

Almost any task can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Connecting* and *Responding* topics can often be assessed alongside this topic.



Third: Connecting

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Create art works based on observation of surroundings. (VA:Cn11.1.3a) ❖ Create art that alters or abstracts reality. ❖ Create maps or diagrams of places in their everyday lives. (VA:Cr.3.3a)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe and Identify relationships between observations and surroundings in a work of art. ❖ Identify abstraction of reality in a work of art. ❖ Identify and Describe components of maps and diagrams.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Value, Emphasis, Balance, Color (shade & tint), Abstract, Observation

National Core Arts Standards:

Create art works based on observation of surroundings. (VA:Cn11.1.3a)

Create maps or diagrams of places in their everyday lives. (VA:Cr.3.3a)



Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!







Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Responding* topics can often be assessed alongside this topic.



Third: Responding

<p>4 </p>	<p><i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i></p>
<p>3 </p>	<ul style="list-style-type: none"> ❖ Independently brainstorm multiple solutions to a creative problem. (VA:Cr I.1.3a) ❖ Evaluate an artwork based on given criteria. (VA:Re9.1.3a)
<p>2 </p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Recognize or Select a solution to a creative problem. ❖ Describe artworks based upon given criteria.
<p>1 </p>	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary

Including, but not limited to...

Value, Emphasis, Balance, Color (shade & tint), Abstract, Observation, Criteria

National Core Arts Standards:

Independently brainstorm multiple solutions to a creative problem. (VA:Cr I.1.3a)

Evaluate an artwork based on given criteria. (VA:Re9.1.3a)



Teacher Clarifications:





Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!



Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Connecting* topics can often be assessed alongside this topic.



Fourth: Creating	
4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Using given criteria, choose specific materials or techniques to create an original artwork, and justify the choices. ❖ Use elements and principles in their original artworks : <ul style="list-style-type: none"> ➤ Space ➤ Unity ➤ Proportion ➤ Color (<i>Tertiary colors</i>)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe and Identify specific materials and techniques. ❖ Identify and describe the Elements of Art.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Space, Unity, Proportion, Color (tertiary),
Media, Technique, 2D/3D, Criteria

National Core Arts Standards:

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



Teacher Clarifications:

All Elements do not need to be applied to every art work. Students may be given limited choice or full choice of Elements. Evidence for artistic choices can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions.







Multiple Opportunities:

Almost any task can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Connecting* and *Responding* topics can often be assessed alongside this topic.



Fourth: Connecting

<p>4 </p>	<p><i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i></p>
<p>3 </p>	<ul style="list-style-type: none"> ❖ Create artworks that reflect cultural traditions. (VA.Cn10.1.4a) ❖ Create artworks that reflect natural and manmade environments. (VA:Cr2.3.4a)
<p>2 </p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe and Identify cultural traditions in a given artwork. ❖ Describe and Identify natural and manmade environments in a given artwork.
<p>1 </p>	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary

Including, but not limited to...

Space, Unity, Proportion, Color (tertiary),
Tradition, Natural, Manmade,
Environment

National Core Arts Standards:

Create artworks that reflect cultural traditions. (VA.Cn10.1.4a)

Create artworks that reflect natural and manmade environments. (VA:Cr2.3.4a)



Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!







Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Responding* topics can often be assessed alongside this topic.



Fourth: Responding

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a) ❖ Make inferences about artwork using visual evidence. (VA.Cn1.1.4a)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Identify the use of specific materials and techniques in the artwork of others. ❖ Describe artworks based upon given criteria.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Space, Unity, Proportion, Color (tertiary),
Inference, Evidence

National Core Arts Standards:

Discuss and reflect with peers about choices made in creating artwork.
(VA:Cr3.1.2a)

Make inferences about artwork using visual evidence.
(VA.Cn1.1.4a)



Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!







Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Connecting* topics can often be assessed alongside this topic.



Fifth: Creating

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	<ul style="list-style-type: none"> ❖ Using given criteria, choose specific materials or techniques to create an original artwork, and justify the choices. ❖ Using given criteria, choose elements and principles to create an original artwork, and justify the choices. ❖ Create an artist statement to describe their personal artmaking choices. (VA:Cr.3.1.5a)
2 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe and Identify specific materials and techniques. ❖ Identify and describe the Elements of Art. ❖ Describe the key parts of an artist statement.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

National Core Arts Standards:

Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5a)

Create an artist statement to describe their personal artmaking choices. (VA:Cr.3.1.5a)



Teacher Clarifications:

All Elements do not need to be applied to every art work. Students may be given limited choice or full choice of Elements.

Evidence for artistic choices can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions.



Multiple Opportunities:

Almost any task can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Connecting* and *Responding* topics can often be assessed alongside this topic.







Academic Vocabulary

Including, but not limited to...

Elements of Art, Principles of Design, Criteria, Artist Statement

Fifth: Connecting

<p>4 </p>	<p><i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i></p>
<p>3 </p>	<ul style="list-style-type: none"> ❖ Create artworks that reflect an opinion or idea about society. ❖ Create artworks that reflect themselves.
<p>2 </p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Describe and Identify opinions or ideas about society in artworks. ❖ Describe the relationship between the artwork of others and themselves.
<p>1 </p>	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary

Including, but not limited to...

Elements of Art, Principles of Design,
Society

National Core Arts Standards:

Identify, describe, and visually document places and/or objects of personal significance. (VA:Cr2.3.5a)



Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!







Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Responding* topics can often be assessed alongside this topic.



Fifth: Responding

<p>4 </p>	<p><i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i></p>
<p>3 </p>	<ul style="list-style-type: none"> ❖ Evaluate an artwork using given criteria and personal preference. ❖ Compare and contrast their interpretation of an artwork with the interpretation of another. (VA:Re.7.1.5a)
<p>2 </p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> ❖ Identify the use of specific materials and techniques in the artwork of others. ❖ Describe artworks based upon given criteria.
<p>1 </p>	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary

Including, but not limited to...

Space, Unity, Proportion, Color (tertiary),
Inference, Evidence

National Core Arts Standards:

Identify, describe, and visually document places and/or objects of personal significance. (VA:Cr2.3.5a)



Compare and contrast their interpretation of an artwork with the interpretation of another. (VA:Re.7.1.5a)

Teacher Clarifications:

Evidence for choosing preference can be provided verbally or in written form. Assessment of this target should focus on the ideas and content, rather than writing or grammar conventions. Encourage the use of academic vocabulary!



Multiple Opportunities:

Many tasks can provide evidence for this learning topic, just be aware that students must develop evidence independently *and* justify their choices. The *Creating* and *Connecting* topics can often be assessed alongside this topic.



Common Vocabulary Terms

Common vocabulary for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

Required Terms			Recommended Terms		
• Line	• Balance	• Composition	• Horizontal	• Hue	• Contrast
• Shape	• Emphasis	• Perspective	• Vertical	• Intensity	• Focal Point
• Forms	• Movement	• Craftsmanship	• Diagonal	• Surface	• Symbol
• Space	• Pattern	• Portfolio	• Geometric	• Scale	• Mood
• Color	• Repetition	• Technique	• Organic	• Symmetry	• Harmony
• Texture	• Proportion	• Context	• Length	• Asymmetry	
• Value	• Rhythm	• Media	• Width		
• Primary	• Variety	• Critique	• Depth		
• Secondary	• Unity		• Negative Space		
• Complementary			• Positive Space		
• Shade					
• Tint					

Elements of Art

The elements of art are the building blocks used by artists to create a work of art.



Line is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.



Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.



Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.



Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.



Color is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).

- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the *color wheel* (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.



Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.



Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.



Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.



Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.



Pattern is the repeating of an object or symbol all over the work of art.



Repetition works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.



Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.



Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.



Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.



Unity is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.

Four-Step Critical Analysis Process

- **Step 1: Describe** – “*What do you see?*”
 - Credit line information such as title, artist, date created, size, medium, location, genre.
 - What do you see in the art work? Use objective observations and identification skills. All descriptions must be observable facts.
 - EXAMPLE: “*Starry Night*, Vincent Van Gogh, 1832...I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc....”
- **Step 2: Analyze**—“*How is the work organized?*”
 - Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
 - EXAMPLE: “The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer’s eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc....”
- **Step 3: Interpret** – “*What is the artist saying?*”
 - Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else’s.
 - Answer the question, “I think _____, because I see _____.”
 - EXAMPLE: “I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the some colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc....”
- **Step 4: Judge** – “*Is this a successful piece of art?*”
 - Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you’ve discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
 - Answer this questions, “I think this work is (not) successful because _____.”
 - EXAMPLE: “I think this work is successful because it the colors and lines are organized in an interesting, swirly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc....”

