

KINDERGARTEN

In Kindergarten, the study of visual arts begins with the introduction of the elements of design, line, color, shape, texture and form which are explored through art disciplines as drawing, coloring, painting, collage, paper weaving, simple stitchery and three dimensional (3-D) modeling with plasticine and /or clay. The students' imagination, sensory awareness and visual recall are heightened through these activities which involve all of the senses, physical movement and imaginative identification. Students begin to learn skills and concepts which they continue to master as they progress through the grade levels.

The emphasis at this level is on:

- Personal experience and /or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Retelling part of a story in pictures- e.g. folktales
- Recounting the media, process and technique of art activity
- Art elements: line, color, shape, texture and form.

Standard 1**RESPONDING TO ART: History and Culture****Understand art in relation to history and past and contemporary culture**

Students identify images and subjects in artwork and discuss the function of works, including their role as a visual record of humankind. They discover the role of artists and art in their community.

- K.1.1 Explore art as a visual record of human ideas.
- K.1.2 Speculate on the function of a work of art.
- K.1.3 Identify simple images and subject matter in works of art.
- K.1.4 Identify what an artist does and find examples of artists' work in the community.
- K.1.5 Discuss and identify how and where art is used in everyday life such as home, school, or community.
- K.1.6 Visit local museums and exhibits, and experience visiting artists in the schools.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 2

RESPONDING TO ART: History and Culture

Recognize significant works of art and the chronological development of art movements and historical periods

Students identify representational and nonobjective works of art and discover that specific artists' works have particular stylistic characteristics.

K.2.1 Recognize that art from one artist has a similar look or style.

K.2.2 Identify representational and nonobjective works of art.

Standard 3

VISUAL LITERACY: Criticism and Aesthetics

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to identify and describe properties in artwork, and they construct possible meanings.

K.3.1 Identify and describe sensory, formal, technical, and expressive properties in works of art using appropriate vocabulary.

K.3.2 Construct possible meanings in works of art based on personal response and properties in the works.

Standard 4

VISUAL LITERACY: Criticism and Aesthetics

Theorize about art and make informed judgments

Students distinguish between representational and nonobjective works of art and express personal preferences in works.

K.4.1 Distinguish between representational and nonobjective works of art, recognizing the identifying characteristics of both.

K.4.2 Respond to art based on personal preference.

Standard 5

VISUAL LITERACY: Criticism and Aesthetics

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students demonstrate curiosity and insight concerning works of art and distinguish between human-made art objects and those from nature.

K.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.

K.5.2 Identify art as objects made by humans and distinguish between human-made objects and those from nature.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 6

CREATING ART: Studio Production

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork using subject matter from the real world and personal symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.

- K.6.1 Use objects or animals from the real world as subject matter for artwork.
- K.6.2 Create art that expresses personal ideas, interests, and feelings.
- K.6.3 Use personal symbols to express ideas.
- K.6.4 Demonstrate thoughtfulness and care in creating artwork.
- K.6.5 Reflect on and share work with others.
- K.6.6 Respect personal work and the work of others.

Standard 7

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students begin to recognize and apply the elements and principles and discriminate various lines, shapes, textures, and colors. They identify two and three-dimensional works of art and utilize appropriate media and processes in both types of artwork, demonstrating safe and proper use of materials.

- K.7.1 Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork.
- K.7.2 Discriminate between types of lines (characteristics), shapes (geometric), textures (tactile), and colors (primary/secondary hues) in own work and the work of others.
- K.7.3 Distinguish between two-dimensional and three-dimensional works of art.
- K.7.4 Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Kindergarten through Grade 2:

DRAWING:

Media: pencils, markers, chalks, crayons,
Processes: contour line, rendering, sketching

PAINTING:

Media: tempera, watercolor crayons, watercolor; variety of brushes and paint applicators
Processes: brush techniques, wet-on-wet, wet-on-dry, sponge, wash, resist

PRINTMAKING:

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Media: found objects, printing ink,
Processes: stamping, monoprint,

CERAMICS:

Media: modeling clay, clay substitutes, pottery clay, glazes, paint
Processes: pinch and pulled forms, slab, imprinted decoration, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, clay, cardboard, wood, paper, foil, found objects, beads, wire,
Processes: additive, subtractive, modeling,

FIBERS:

Media: cloth, yarn, ribbon, found objects
Processes: weaving, stitchery,

MIXED MEDIA:

Media: tissue, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

OTHER MEDIA: (Not used for a long time)

Media: computer, interactive open source or commercial computer programs, photography, film
Processes: computer processes such as draw, paint, save, edit, and print

K.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students recognize products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

K.8.1 Recognize products and processes of the visual arts and other disciplines.

K.8.2 Create a work of art using subject matter, concepts, or sign systems, such as words or numbers, of another discipline.

At the end of the year in Kindergarten, the students will be able to *identify images and subjects in artwork and discuss the function of works. They discover the role of artists and art in their community*

GRADE 1

First Grade

First grade students continue to develop their awareness of the art around them. They create art based on imagination, familiar places, activities with family or friends, personal and interpretations of nature. Students continue to explore more possibilities with familiar media and use acquired skills to create their own artwork. They will learn about the process of looking at art works as an enjoyable and integral part of learning about art. They learn to perceive and describe the subject matter, mood, details and specific visual elements in their own art and the art of adults. Students learn to express their opinions about art, to respect and react thoughtfully to the opinions of others. Students learn about a variety of styles and types of art forms.

Standard 1

RESPONDING TO ART: History and Culture

Understand art in relation to history and past and contemporary culture

Students identify art and its subject matter as a reflection of cultures and recognize its association with special events. They discuss their own art experiences and the role of local artists and institutions.

- 1.1.1 Explore ways that art reflects a culture.
- 1.1.2 Identify works of art and artifacts associated with customs, festivals, and celebrations.
- 1.1.3 Identify similar themes and subject matter in works of art and artifacts from various cultures and ethnicities.
- 1.1.4 Verbalize what an artist does from personal contact with visiting artists or artists from the community.
- 1.1.5 Discuss individual art experiences in daily life.
- 1.1.6 Visit local museums and exhibits, and experience visiting artists in the school.

Standard 2

RESPONDING TO ART: History and Culture

Recognize significant works of art and the chronological development of art movements and historical periods

Students identify representational and nonobjective works of art, discover that specific artists' works have particular style characteristics, and identify common subjects in art from various cultures.

- 1.2.1 Recognize that art from one artist has a similar look or style.
- 1.2.2 Identify representational and nonobjective works of art.
- 1.2.3 Identify similar themes and subject matter in works of art and artifacts from various cultures.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 3

VISUAL LITERACY: Criticism and Aesthetics

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to describe properties in artwork. They construct possible meanings and support their opinions.

- 1.3.1 Describe sensory, formal, technical, and expressive properties in works of art using appropriate vocabulary.
- 1.3.2 Construct possible meanings in works of art and support opinions with personal response, properties found in the work, and background information.

Standard 4

VISUAL LITERACY: Criticism and Aesthetics

Theorize about art and make informed judgments

Students identify imitationalism in artwork and respond to works based on personal preference, recognizing differing preferences of others.

- 1.4.1 Identify artwork made from the philosophy that art is at its best when it shows us the real world (imitationalism).
- 1.4.2 Respond to art based on personal preference and actively listen to others, recognizing that people have different preferences.

Standard 5

VISUAL LITERACY: Criticism and Aesthetics

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students demonstrate curiosity and insight concerning works of art and identify works as human creations for visual pleasure or communication.

- 1.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.
- 1.5.2 Discuss art as creations of humans for the purpose of visual pleasure or communication.

Standard 6

CREATING ART: Studio Production

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on family and personal experiences, demonstrating perceptual skills and using symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.

- 1.6.1 Demonstrate skills of perception in production of artwork.
- 1.6.2 Create artwork about self, family, and personal experiences.
- 1.6.3 Identify and use symbols to express ideas.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

- 1.6.4 Demonstrate thoughtfulness and care in creating artwork.
- 1.6.5 Reflect on and share work with others.
- 1.6.6 Respect personal work and the work of others.

Standard 7

CREATING ART: Studio Production

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and discriminate various lines, shapes, textures, colors, and space. They identify two and three-dimensional works of art, visual characteristics of media, and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 1.7.1 Identify and apply elements (line, shape, texture, color, and space) and principles (repetition and variety) in artwork.
- 1.7.2 Discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), colors (primary and secondary), textures (tactile and visual), and space (placement/overlapping/composition), in own work and the works of others.
- 1.7.3 Distinguish between two-dimensional and three-dimensional works of art.
- 1.7.4 Identify visual and tactile characteristics of a medium.
- 1.7.5 Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Kindergarten through Grade 2:

DRAWING:

Media: pencils, markers, chalks, crayons, oil pastels

Processes: contour line, rendering, sketching

PAINTING:

Media: tempera, finger-paint, watercolor crayons, watercolor; variety of brushes and paint applicators

Processes: brush techniques, wet-on-wet, wet-on-dry, sponge, wash, resist

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil

Processes: stamping, monoprint, rubbings, stenciling, relief

CERAMICS:

Media: modeling clay, clay substitutes, pottery clay, glazes, stains, paint

Processes: pinch and pulled forms, slab, imprinted decoration, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Media: paper, papier-mâché, clay, cardboard, wood, paper, foil, found objects, beads, wire, polystyrene foam

Processes: additive, subtractive, modeling, constructing, carving

FIBERS:

Media: cloth, yarn, ribbon, found objects

Processes: pulling threads, weaving, stitchery, tying, and wrapping techniques

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive open source or commercial computer programs, photography, film

Processes: computer processes such as draw, paint, save, edit, and print

1.7.6 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas *Students distinguish products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.*

- 1.8.1 Identify the uniqueness of products and processes of visual art and other disciplines.
- 1.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems, such as words or numbers, of another discipline.
- 1.8.3 Identify similarities and connections between concepts and subject matter of visual art and other art forms (dance, theatre, or music).
- 1.8.4 Create an integrated work utilizing concepts, subject matter, and sign systems of art and another art form, such as a performance using masks and movement.

GRADE 2

Second Grade

Second grade students create art based on imagination, personal interpretations of the natural and constructed environment, familiar places, activities and environments. They learn to create original artwork by making intentional choices of lines, shapes, colors and other visual elements. They use familiar media in new ways and learn techniques that combine media, such as crayon-resist. Activities include drawing, painting, printing and pattern making, collage, weaving, sculpture and other three-dimensional artwork as making masks, puppets and simple models of buildings. Through game - like activities and peer evaluation, students develop perceptual skills and meaningful art vocabulary. Students become aware that judgments about art should be based on features they perceive in the artwork. Students learn about a variety of styles and types of art. They become aware of the cultural origin and function of selected works of art.

Standard 1

RESPONDING TO ART: History and Culture

Understand art in relation to history and past and contemporary culture

Students discover connections between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They consider their own art experiences and explore art and related work of individuals in the community, museums, and galleries.

- 2.1.1 Identify connections between works of art and artifacts and their culture of origin.
- 2.1.2 Identify works of art and artifacts used in celebrations, festivals, and customs from selected cultures within the community and describe their function.
- 2.1.3 Identify similar subject matter in works of art from various cultures, ethnicities, and historical periods.
- 2.1.4 Identify the roles of artists, docents, technology experts, and guards at museums and galleries.
- 2.1.5 Identify individual art experiences and how these affect daily life.
- 2.1.6 Visit local museums and exhibits, and experience visiting artists in the school.

Standard 2

RESPONDING TO ART: History and Culture

Recognize significant works of art and the chronological development of art movements and historical periods

Students identify abstract works of art, works of selected artists, and common subjects and themes in art from various cultures.

- 2.2.1 Identify the artists of selected works of art.
- 2.2.2 Identify abstract works of art.
- 2.2.3 Identify common themes and subject matter in works of art and artifacts from various cultures.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 3

VISUAL LITERACY: Criticism and Aesthetics

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to compare works of art and describe properties in works, constructing meaning and supporting their opinions.

- 2.3.1 Compare two works of similar subject matter and describe sensory, formal, technical, and expressive properties using appropriate vocabulary.
- 2.3.2 Construct meaning in works of art and support opinions with personal response, properties found in the work, shared peer perspectives, and background information.

Standard 4

VISUAL LITERACY: Criticism and Aesthetics

Theorize about art and make informed judgments

Students identify formalism in artwork and respond to works based on personal preference, recognizing differing preferences of others.

- 2.4.1 Identify works of art made from the philosophy that art is best when it shows the organization of elements (formalism).
- 2.4.2 Respond to art based on personal preference and actively listen to others, recognizing that people have different preferences.

Standard 5

VISUAL LITERACY: Criticism and Aesthetics

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students engage in critical inquiry into works of art and consider questions about the nature of art.

- 2.5.1 Engage in critical inquiry into works of art through discussion and actively listen to alternative peer responses.
- 2.5.2 Identify and discuss major questions about the nature of art such as: Is all art beautiful? What is beauty? Can art be machine-made? Does art always reflect feelings or mood?

Standard 6

CREATING ART: Studio Production

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on family and personal experiences, demonstrating perceptual skills and using symbols to communicate meaning. Work reveals reflection and care, application of self-assessment criteria, and mutual respect.

- 2.6.1 Demonstrate refined perceptual skills in the production of artwork.
- 2.6.2 Create artwork about self, family, and personal experiences.
- 2.6.3 Create and use symbols in personal artwork to communicate meaning.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

- 2.6.4 Demonstrate evidence of reflection and care in creating artwork.
- 2.6.5 Identify and apply criteria for self-assessment of studio work such as craftsmanship, control of media, and communication of ideas.
- 2.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: Studio Production

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and discriminate various lines, shapes, forms, textures, colors, and space. They identify two and three-dimensional works of art, visual characteristics of media, and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 2.7.1 Identify and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion) in artwork.
- 2.7.2 Discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), textures (tactile and visual), colors (primary and secondary), and space (placement/overlapping/negative/positive/size), in own work and the works of others.
- 2.7.3 Identify visual and tactile characteristics of a medium.
- 2.7.4 Identify and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Kindergarten through Grade 2:

DRAWING:

Media: pencils, markers, chalks, crayons, oil pastels

Processes: contour line, rendering, sketching

PAINTING:

Media: tempera, watercolor crayons, watercolor; variety of brushes and paint applicators

Processes: brush techniques, wet-on-wet, wet-on-dry, sponge, wash, resist

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil

Processes: stamping, mono-print, rubbings, stenciling, relief

CERAMICS:

Media: modeling clay, clay substitutes, pottery clay, glazes, stains, paint

Processes: pinch and pulled forms, slab, imprinted decoration, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

AISSL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Media: paper, papier-mâché, clay, cardboard, wood, paper, foil, found objects, beads, wire,

Processes: additive, subtractive, modeling, constructing.

FIBERS:

Media: cloth, yarn, ribbon, found objects

Processes: pulling threads, weaving, stitchery, tying, and wrapping techniques

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive open source or commercial computer programs, photography, film

Processes: computer processes such as draw, paint, save, edit, and print

2.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students identify connections between visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

- 2.8.1 Identify similarities and connections between concepts and subject matter found in visual art and other disciplines.
- 2.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems, such as words or numbers, of another discipline.
- 2.8.3 Identify similarities and connections between concepts and subject matter of visual art and other art forms (dance, theatre, or music).
- 2.8.4 Create an integrated work utilizing concepts, subject matter, and sign systems of art and another art form (for example, a short dramatic piece using puppets).

GRADE 3**Third Grade**

Students still create art based on imagination, recall and observation. They learn to portray details, depict action, use different vantage points, and combine ideas or materials in various ways. At this level, students acquire greater flexibility in using familiar materials and learn to try different ways of solving problems. Activities develop skills in a variety of media. As in previous grades, students develop positive attitudes toward the process of looking at art. They learn to perceive more subtle visual qualities in their own art and the art of adults. Students begin to use art terms to describe and contrast visual qualities. They become aware of the functions, cultural origin and relative age of selected works of art. Students become aware of and develop an ability to use different vantage points, e.g. side views, top views, for observing objects and scenes. Students learn more about artists and their methods for creating art.

Standard 1**RESPONDING TO ART: History and Culture****Understand art in relation to history and past and contemporary culture**

Students discover connections between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They explore art and related work of individuals in the community, museums, and galleries.

- 3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- 3.1.2 Speculate on the function or purpose of a work of art and make connections to culture.
- 3.1.3 Identify themes and symbols in works of art from various cultures, ethnicities, and historical periods.
- 3.1.4 Identify the roles of artists, docents, guards, technology experts, and curators at museums and galleries.
- 3.1.5 Locate and discuss art present in the local community and beyond such as town monuments, architecture, stained glass, sculpture, murals, and advertisements.
- 3.1.6 Visit local museums, exhibits, art performances, and experience visiting artists in the school.

Standard 2**RESPONDING TO ART: History and Culture****Recognize significant works of art and the chronological development of art movements and historical periods**

Students recognize representational, abstract, and nonobjective artwork and works of various artists. They utilize clues to determine the age of works and artifacts.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

- 3.2.1 Recognize works of art from a variety of artists.
- 3.2.2 Identify and distinguish between representational, abstract, and nonobjective works of art.
- 3.2.3 Describe clues found in a work of art or artifact that determine if the work is old or new.

Standard 3

VISUAL LITERACY: Criticism and Aesthetics

Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to describe and analyze artwork, describing properties in works, constructing meaning, and supporting their opinions.

- 3.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate vocabulary.
- 3.3.2 Construct meaning in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.

Standard 4

VISUAL LITERACY: Criticism and Aesthetics

Theorize about art and make informed judgments

Students identify emotionalism in artwork and respond to works based on personal preference, considering perspectives of members of the art community.

- 3.4.1 Identify artwork made from the artist's philosophy that art is at its best when it evokes strong emotions from viewers (emotionalism).
- 3.4.2 Respond to art based on personal preferences and listen to other perspectives of members of the art community (historians, critics, philosophers, curators).

Standard 5

VISUAL LITERACY: Criticism and Aesthetics

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discover personal meaning in works of art, recognizing that others' responses may differ and that various cultures regard beauty and art in different ways.

- 3.5.1 Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance.
- 3.5.2 Discuss questions about art and recognize that various cultures have different beliefs about beauty and art.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 6

CREATING ART: Studio Production

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on personal ideas and experiences, demonstrating perceptual skills and using various symbols to communicate meaning. Work reveals a process of critique, reflection, and revision, application of self-assessment criteria, and mutual respect.

- 3.6.1 Demonstrate refined perceptual skills in the production of artwork.
- 3.6.2 Create artwork that communicates personal ideas and experiences.
- 3.6.3 Demonstrate ability to successfully generate a variety of symbols, then select and refine a symbol that communicates the idea.
- 3.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 3.6.5 Identify and apply criteria for self-assessment of studio work such as craftsmanship, control of media, and communication of ideas.
- 3.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: Studio Production

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and discriminate various lines, shapes, textures, colors, and space. They differentiate media and related visual characteristics and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 3.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in artwork that effectively communicates ideas.
- 3.7.2 Identify and discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary), and space (placement/overlapping/negative/positive/size), in own work and the works of others.
- 3.7.3 Identify differences between media and the physical characteristics of each medium.
- 3.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Grade 3 through Grade 5:

DRAWING:

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling

PAINTING:

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), frottage (rubbing), silkscreen, etching

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam, sand, balsa

Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes such as pixel edit, creating color palettes, copy and paste, animation, and integration of other technology media

3.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare concepts and ideas in visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

3.8.1 Identify and compare similar concepts or big ideas found in art and across disciplines (such as unity, diversity, and celebration).

3.8.2 Create artwork utilizing concepts, subject matter, or the sign systems of other disciplines.

3.8.3 Identify and compare similar concepts or principles found in visual art and other art forms.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

- 3.8.4 Create an integrated work using concepts, processes, technology, and sign systems of more than one art form.

GRADE 4

Fourth Grade

Students at this grade level learn new ways to apply skills and concepts introduced in earlier grade levels and they begin to create more complex works of art. Lessons emphasize sketching, expression and portrayed or action and movement. Students learn to use design concepts for specific purposes such as color to express a mood, diagonal lines to portray action and repetition to create visual rhythms. Lessons also stress efficient and inventive uses of media to build skills and flexibility in creating expressive artwork. Students become aware that judgments about art are related to the kind of art viewed and specific features in the work. They become aware of the functions, cultural origin and real age of selected works of art. Their concept of living with art is expanded through lessons about traditional arts in various cultures, community landmarks, design in architecture and furniture.

Standard 1

RESPONDING TO ART: History and Culture

Understand art in relation to history and past and contemporary culture

Students discover relationships between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They explore artwork and artists of Indiana, art-related careers, and community museums and galleries.

- 4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; identifying where, when, and by whom the work was made (focus: Indiana history).
- 4.1.2 Identify and research the function of a work of art or artifact and make connections to the culture (focus: Indiana, including the diversity of past and contemporary cultures and ethnicities).
- 4.1.3 Identify symbols or icons in works of art (focus: Indiana).
- 4.1.4 Identify the roles of artists and other art-related careers in the community.
- 4.1.5 Locate and discuss art in the local community and throughout Indiana such as town monuments, architecture, sculpture, public art, functional art, and advertisements.
- 4.1.6 Analyze and respond to art at local museums, exhibits, arts performances, and work of visiting artists in the school.

Standard 2

AISSL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

RESPONDING TO ART: History and Culture

Recognize significant works of art and the chronological development of art movements and historical periods

Students recognize works from various cultures and artistic styles and distinguish between contemporary and historical works.

- 4.2.1 Recognize characteristics of selected works from artists of various cultures.
- 4.2.2 Identify and describe artistic styles.
- 4.2.3 Distinguish between contemporary and historical works of art and identify characteristics of both.

Standard 3

VISUAL LITERACY: Criticism and Aesthetics

Describe, analyze, and interpret works of art and artifacts

Students describe and analyze properties in works of art, using appropriate vocabulary. They construct meaning from works and develop well-supported interpretations.

- 4.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate vocabulary.
- 4.3.2 Construct meaning and develop well-supported interpretations in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.

Standard 4

VISUAL LITERACY: Criticism and Aesthetics

Theorize about art and make informed judgments

Students distinguish theories of imitationalism, formalism, and emotionalism in works of art. They apply given criteria to compare personal preferences to those of art critics and make informed judgments based on historical contexts.

- 4.4.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, and emotionalism).
- 4.4.2 Compare personal preferences with criteria used by art critics in making informed judgments and determining significance of a work of art.
- 4.4.3 Apply criteria based on properties found in the work and research of its historical context to make informed judgments.

Standard 5

VISUAL LITERACY: Criticism and Aesthetics

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discover personal meaning in works of art, recognizing that others' responses may differ. They discuss the nature of art and express personal viewpoints.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

- 4.5.1 Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance and forming convincing interpretations.
- 4.5.2 Engage in discussions questioning the nature of art, and express and defend personal viewpoints.

Standard 6

CREATING ART: Studio Production

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on personal ideas, experiences, and emotions, demonstrating perceptual skills and using various symbols and subjects to communicate meaning. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- 4.6.1 Demonstrate refined perceptual skills in the production of personal artwork.
- 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.
- 4.6.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.
- 4.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 4.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 4.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: Studio Production

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They differentiate media and related visual characteristics and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 4.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates ideas.
- 4.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, tints, and shades), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 4.7.3 Identify differences between media and the physical characteristics of each medium.
- 4.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Grade 3

AISSL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

through Grade 5:

DRAWING::

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes, and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: collograph, relief (linoleum cutting), frottage (rubbing), silkscreen, etching

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam, sand, balsa

Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes such as pixel edit, creating color palettes, copy and paste, animation, and integration of other technology media

4.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students identify characteristics of concepts, ideas, processes, and products of visual art and other art forms and disciplines. They create artwork and interdisciplinary projects integrating processes, technology, and sign systems from various subject areas.

- 4.8.1 Identify characteristics of a big idea, historical period, or event as found within different disciplines.
- 4.8.2 Create artwork incorporating concepts, subject matter, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.
- 4.8.3 Compare and contrast products and subject matter of visual art and other art forms.
- 4.8.4 Create an interdisciplinary work integrating concepts, processes, technology, and sign systems of more than one art form.

GRADE 5

Fifth Grade

Students at this level continue to create art based on a variety of sources. Lessons emphasize creating art to communicate ideas, to portray action and movement and to express feelings. Students make sketches to explore and try out ideas. This level introduces students to proportions, perspective, color interactions and other design concepts that increase their ability to create art. Lessons encourage a respect for different styles and kinds of artwork. Students compare and contrast visual qualities in various kinds of art, such as expressive, imaginative, representational, abstract, decorative and functional. Students become aware of criteria for judging their own and others art. Students learn to use perceptual skills developed in earlier grades to discern more subtle and complex visual relationships in the environment.

Standard 1**RESPONDING TO ART: History and Culture****Understand art in relation to history and past and contemporary culture**

Students discover relationships between artwork and the cultures of origin, comparing works that have similar functions and exploring universal themes and ideas. They identify community support for the arts and explore related careers and venues.

- 5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture and identify where, when, why, and by whom the work was made (focus: North America, including the diversity of past and contemporary cultures and ethnicities).
- 5.1.2 Identify and compare works of art and artifacts with similar functions.
- 5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray shared human experiences.
- 5.1.4 Identify the roles of artists and responsibilities of various art-related careers in the community.
- 5.1.5 Identify connections between art in the community and that experienced in daily life.
- 5.1.6 Identify uses of imagery in visual culture found in, but not limited to, advertisements, graphic novels, the Internet, video, and video games.
- 5.1.7 Analyze and respond to art at local museums, exhibitions, performances, and work of visiting artists in the school.
- 5.1.8 Identify ways in which the arts are supported in the community.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 2

RESPONDING TO ART: History and Culture

Recognize significant works of art and the chronological development of art movements and historical periods

Students recognize artists and works of various cultures, styles, and periods. They identify characteristics of specific artists and art movements and develop a time line of Western artwork.

- 5.2.1 Identify and be familiar with a range of selected works, identifying artists of various cultures, styles, and periods.
- 5.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.
- 5.2.3 Begin to identify works of art and artifacts from major periods or movements of Western art and place on a chronological timeline.

Standard 3

VISUAL LITERACY: Criticism and Aesthetics

Describe, analyze, and interpret works of art and artifacts

Students utilize properties in works of art to explore "critical stance." They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 5.3.1 Explore the concept of "critical stance" using sensory, formal, technical, and expressive properties in artists' work through discussion, utilizing appropriate vocabulary.
- 5.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

VISUAL LITERACY: Criticism and Aesthetics

Theorize about art and make informed judgments

Students identify instrumentalism in artwork. They apply criteria of others as well as their own in determining excellence in works and consider historical context when making informed judgments.

- 5.4.1 Identify artwork made from the artist's philosophy that art is at its best when it is functional, ritually motivated, or moves people to act for the betterment of society (instrumentalism).
- 5.4.2 Understand that personal preference is only one of many criteria used in determining excellence in works of art and identify criteria for judgment used by peers, teachers, and members of the art community.
- 5.4.3 Apply criteria based on properties found in the work and research of its historical context to make informed judgments.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Standard 5

VISUAL LITERACY: Criticism and Aesthetics

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students view and revisit works of art in defining personal meaning and forming interpretations. They identify problems or puzzles in works and hypothesize solutions, and they consider diverse aesthetic points of view in determining their own.

- 5.5.1 Consider personal meaning in a work of art by observing and revisiting the work, and contemplate alternative responses of peers to determine personal significance and form a convincing interpretation.
- 5.5.2 Identify problems or puzzles in a work of art or aesthetic issue, construct a hypothesis, and evaluate alternative hypotheses.
- 5.5.3 Identify and analyze a variety of well reasoned points of view on aesthetic issues (censorship, plagiarism, definition of art) and develop a personal point of view.

Standard 6

CREATING ART: Studio Production

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork demonstrating refined perceptual skills and based on new interests, experiences, and current events. They utilize ideas from other works in creating symbols, metaphors, and subject matter. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- 5.6.1 Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life.
- 5.6.2 Utilize new interests, current events, or personal experiences as subject matter in artwork.
- 5.6.3 Create symbols, metaphors, and subject matter for artwork and utilize ideas from other works.
- 5.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 5.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 5.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: Studio Production

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They selectively apply differentiated visual characteristics of media and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

AISL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

- 5.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.
- 5.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 5.7.3 Discriminate between physical characteristics of a variety of media and selectively apply them in artwork.
- 5.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.

The following recommended media and processes are appropriate for a grade band of Grade 3 through Grade 5:

DRAWING::

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling

PAINTING:

Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink
Processes: collograph, relief (linoleum cutting), frottage (rubbing), silkscreen, etching

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam, sand, balsa
Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

AISSL ELEMENTARY VISUAL ARTS ACADEMIC STANDARDS

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes such as pixel edit, creating color palettes, copy and paste, animation, and integration of other technology media

5.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare communication of ideas and concepts in the arts and other disciplines. They create artwork, interdisciplinary projects, and performances integrating processes, technology, and sign systems from various subject areas and reflect on aesthetic outcomes and experiences.

- 5.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.
- 5.8.2 Create artwork incorporating concepts, subject matter, technology, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.
- 5.8.3 Use multiple art forms to create cross-disciplinary works or performances, defining and reflecting on the aesthetic experience and promoting aesthetic inquiry