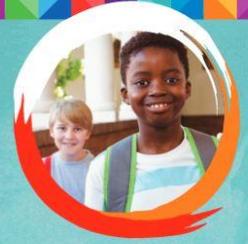




STANDARDS TEMPLATE

Visual & Performing Arts Standards		
1.0 Artistic Perception		
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts.		
Develop Perceptual Skills and Visual Arts Vocabulary		
<p>3rd 1.2 Describe how artists use tints and shades in painting.</p> <p>3rd 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <p>3rd 1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</p>	<p>4th - 1.1 Perceive and describe contrast and emphasis in works of art and in the environment.</p> <p>1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.</p> <p>1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.</p> <p>1.4 Describe the concept of proportion (in face, figure) as used in works of art.</p>	<p>5th 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.</p> <p>5th 1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.</p>
Analyze Art Elements and Principles of Design		
<p>3rd 1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.</p>	<p>4th - 1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.</p>	<p>5th 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.</p>
2.0 Creative Expression		



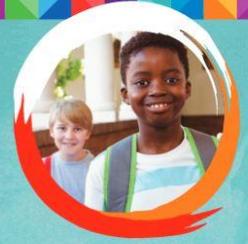
STANDARDS TEMPLATE

<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>		
<p>Skills, Processes, Materials, and Tools</p>		
<p>3rd 2.1 Explore ideas for art in a personal sketchbook.</p>	<p>4th 2.3 Use additive and subtractive processes in making simple sculptural forms. 4th 2.4 Use fibers or other materials to create a simple weaving.</p>	<p>5th 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).</p>
<p>Communication and Expression Through Original Works of Art</p>		
<p>3rd 2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes. 3rd 2.5 Create an imaginative clay sculpture based on an organic form. 3rd 2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.</p>	<p>4th 2.6 Use the interaction between positive and negative space expressively in a work of art. 4th 2.7 Use contrast (light and dark) expressively in an original work of art. 4th 2.8 Use complementary colors in an original composition to show contrast and emphasis.</p>	<p>5th 2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme. 5th 2.7 Communicate values, opinions, or personal insights through an original work of art.</p>
<p>3.0 Historical and Cultural Context</p>		
<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>		
<p>Role & Development of VA</p>		
<p>3rd 3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.</p>	<p>4th 3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).</p>	



STANDARDS TEMPLATE

4.0 Aesthetic Valuing		
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	
Derive Meaning		
3 rd 4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.	4 th - 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art. 4 th 4.2 Identify and describe how a person's own cultural context influences individual responses to works of art. 4 th 4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.	5 th 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.
Make Informed Judgements		
3 rd 4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.		5 th 4.3 Develop and use specific criteria as individuals and in groups to assess works of art. 5 th 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.
5.0 Connections, Relationships, Applications		
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to		



STANDARDS TEMPLATE

<p>lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>		
Visual Literacy		
	<p>4th 5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.</p>	<p>5th Visual Literacy 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.</p>