



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>STANDARD 1: Methods, Materials, and Techniques</b>				
<p>1.1 Use a variety of materials and <b>media</b>, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p><b>Students Will Know:</b> ▶ Different materials can be used to create different visual effects ▶ Primary colors</p> <p><b>Students Will Do:</b> ▶ Recognize primary colors ▶ Create a collage using glue, yarn, and textiles using only primary colors ▶ Create a 2-D and 3-D collage using red, blue and yellow only ▶ Create a leaf rubbing ▶ Create a sculpture with clay ▶ Create a lacing project with yarn ▶ Create a tracing with pencil ▶ Create paper/scissors cutouts</p>	<p>1.1 Use a variety of materials and <b>media</b>, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p><b>Students Will Know:</b> ▶ Understand how to use different materials to create different effects ▶ How to use new materials</p> <p><b>Students Will Do:</b> ▶ Create a leaf rubbing with watercolor relief ▶ Create a clay bowl ▶ Create a 3-D yarn drawing ▶ Create a chalk drawing using ▶ Apply blending techniques when painting a watercolor using different colors to create new colors</p>	<p>1.1 Use a variety of materials and <b>media</b>, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p><b>Students Will Know:</b> ▶ how to use a variety of materials that are 2 and 3 dimensional to create different effects and how to properly care for them</p> <p><b>Students Will Do:</b> ▶ Use new materials in art (including fiber) to create a collage ▶ Use cut paper to create Matisse paper cuts</p>	<p>1.1 Use a variety of materials and <b>media</b>, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p><b>Students Will Know:</b> ▶ how to use a variety of media, understand to use them and be able to create different visual effects</p> <p><b>Students Will Do:</b> ▶ an oil pastel drawing using techniques such as blending and scratching into it., ▶ a chalk pastel drawing to blend colors</p>	<p>1.1 Use a variety of materials and <b>media</b>, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p><b>Students Will Know:</b> ▶ how to use a variety of media and materials and understand how to use them to produce different visual effects.</p> <p><b>Students Will Do:</b> ▶ Create a drawing using pen and ink</p>
<p>1.2 Create artwork in a variety of <b>two-dimensional (2D) and three-dimensional (3D) media</b>, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for <b>assemblage and construction</b></p> <p><b>Students Will Know:</b> ▶ How to create a 3-D sculpture</p>	<p>1.2 Create artwork in a variety of <b>two-dimensional (2D) and three-dimensional (3D) media</b>, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for <b>assemblage and construction</b></p> <p><b>Students Will Know:</b> ▶ How to create a 2 dimensional</p>	<p>1.2 Create artwork in a variety of <b>two-dimensional (2D) and three-dimensional (3D) media</b>, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for <b>assemblage and construction</b></p> <p><b>Students Will Know:</b> ▶ how to create 2d and 3d work</p>	<p>1.2 Create artwork in a variety of <b>two-dimensional (2D) and three-dimensional (3D) media</b>, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for <b>assemblage and construction</b></p> <p><b>Students Will Know:</b> ▶ How to create 2-D and 3D art</p>	<p>1.2 Create artwork in a variety of <b>two-dimensional (2D) and three-dimensional (3D) media</b>, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for <b>assemblage and construction</b></p> <p><b>Students Will Know:</b> ▶ how to create art work using 3D</p>



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<p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Use modeling clay to make a 3 dimensional animal</li> </ul>	<p>collage</p> <ul style="list-style-type: none"> <li>▶ How to create a 3 dimensional piece of art by attaching pieces</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Create a 2 dimensional collage using magazines, glue, and paper</li> <li>▶ Create a 3 dimensional collage using found objects</li> </ul>	<p>and how to describe the difference between the two</p> <ul style="list-style-type: none"> <li>▶ how to create a print</li> <li>▶ how to draw from observation</li> <li>▶ how to weave using found objects</li> <li>▶ how to build a 3 dimensional form with clay</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Create a 2 dimensional collage using magazines and then add 3 dimensional materials such as yarn, etc.</li> <li>▶ Create a print using cut cardboard pieces and paint</li> <li>▶ Create weaving with nature using found objects such as a tree branch</li> <li>▶ Create a clay pinch pot</li> </ul>	<p>using various materials and be able to point out the differences in art work</p> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Create a drawing</li> <li>▶ Create a painting</li> <li>▶ Create a weaving with various objects</li> <li>▶ Create clay bowls</li> <li>▶ Create a wood Sculpture</li> <li>▶ Create a collage using found objects</li> </ul>	<p>media</p> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ use found objects responsibly</li> <li>▶ Create a sculpture using various materials and attachments</li> </ul>
<p>1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques</p>	<p>1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques</p>	<p>1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques</p>	<p>1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques</p>	<p>1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques</p>
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ Vocabulary that identifies different materials</li> <li>▶ How to create artwork using different techniques and materials</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Choose among a variety of materials for creating a drawing</li> <li>▶ Incorporate at least two techniques within a drawing</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ Appropriate vocabulary related to materials, methods, and techniques taught</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Explain to a teacher what they did in a particular art class using vocabulary that explains method</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ Vocabulary related to techniques such as engraving, carving, accordian fold, etc</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Show and tell to explain how they created a piece of work</li> <li>▶ Show and tell that describes what materials they used</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ New vocabulary words such as attach</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Create a paper sculpture</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ Vocabulary related to new materials, methods, and techniques</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate vocabulary related to new materials, art mediums, and some styles by categorizing different materials</li> <li>▶ Categorize different ways of making art on a list</li> </ul>
<p>1.4 Learn to take care of materials and tools and to use</p>	<p>1.4 Learn to take care of materials and tools and to use</p>	<p>1.4 Learn to take care of materials and tools and to use</p>	<p>1.4 Learn to take care of materials and tools and to use</p>	<p>1.4 Learn to take care of materials and tools and to use</p>



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them safely	them safely	them safely	them safely	them safely
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶How to take care of materials and use them safely</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Put crayons, pencils, and markers in cans when finished</li> <li>▶Cover glue sticks when finished</li> <li>▶Use glue safely</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶How to use new materials properly and safely</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Contribute to a class list of “materials rules”; put materials away; clean up properly; wash watercolor brushes</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to use all materials safely and responsibly</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶use materials responsibly</li> <li>▶be responsible for clean up; report broken items to teacher; clean watercolor brushes</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ how to clean brushes</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶use materials responsibly</li> <li>▶be responsible for clean up; report broken items, tools, materials, etc.;</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to use all materials safely and responsibly and how to take care of them</li> <li>▶how to clean all brushes and put away materials</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶use all materials responsibly</li> <li>▶be responsible for clean up</li> <li>▶ report broken materials/tools.</li> </ul>
<b>STANDARD 2: Elements and Principles of Design</b>				
2.1 For <b>color</b> , explore and experiment with the use of color in dry and wet media. Identify <b>primary</b> and <b>secondary colors</b> and <b>gradations</b> of black, white and gray in the environment and artwork Explore how color can convey mood and emotion	2.1 For <b>color</b> , explore and experiment with the use of color in dry and wet media. Identify <b>primary</b> and <b>secondary colors</b> and <b>gradations</b> of black, white and gray in the environment and artwork Explore how color can convey mood and emotion	2.1 For <b>color</b> , explore and experiment with the use of color in dry and wet media. Identify <b>primary</b> and <b>secondary colors</b> and <b>gradations</b> of black, white and gray in the environment and artwork Explore how color can convey mood and emotion	2.1 For <b>color</b> , explore and experiment with the use of color in dry and wet media. Identify <b>primary</b> and <b>secondary colors</b> and <b>gradations</b> of black, white and gray in the environment and artwork Explore how color can convey mood and emotion	2.1 For <b>color</b> , explore and experiment with the use of color in dry and wet media. Identify <b>primary</b> and <b>secondary colors</b> and <b>gradations</b> of black, white and gray in the environment and artwork Explore how color can convey mood and emotion
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ Eight basic colors</li> <li>▶White</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Identify the eight colors and white</li> <li>▶Draw and color pictures that show how you are feeling (happy could be yellow, etc)</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Primary and secondary colors</li> <li>▶Difference between a primary and secondary color</li> <li>▶How to create a secondary color from a primary color</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Mix primary colors to create secondary colors</li> <li>▶Mix colors to create lighter and darker colors</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Primary and secondary colors</li> <li>▶Gradations of black, white, and gray in the environment and art work</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Mix primary colors to create secondary colors</li> <li>▶Mix white and black to create grey</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶primary, secondary, tints and shades in the environment and art work</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶create secondary colors and add black and white to create tints and shades</li> <li>▶create a painting using tints and shades from their colors they created</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶primary and secondary colors, how tints and shades are created, be able to see them in art work and identify them</li> <li>▶explore how color can convey mood and emotion</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶create secondary colors, make tints and shades</li> <li>▶create a painting that conveys a mood using the colors they mixed.</li> </ul>



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<p>2.2 For <b>line</b>, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork</p>	<p>2.2 For <b>line</b>, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork</p>	<p>2.2 For <b>line</b>, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork</p>	<p>2.2 For <b>line</b>, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork</p>	<p>2.2 For <b>line</b>, explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork</p>
<p><b>Students Will Know:</b> ▶ There are different types of lines in the environment and in art work</p> <p><b>Students Will Do:</b> ▶ Identify lines in a room ▶ Draw curved, straight, zigzag, long, and short lines</p>	<p><b>Students Will Know:</b> ▶ There are lines in the environment and in art work</p> <p><b>Students Will Do:</b> ▶ Find lines in the environment and the classroom ▶ Name and draw as many kinds of lines on paper as possible ▶ Create lines on paper that were found in nature (curvy, straight, etc) ▶ Create lines that vary in direction (horizontal, diagonal; curved, spiral)</p>	<p><b>Students Will Know:</b> ▶ We can find lines in the environment, both 2 dimensional and 3 dimensional</p> <p><b>Students Will Do:</b> ▶ Discuss the different types of lines that are shown both 2-D and in 3-D</p>	<p><b>Students Will Know:</b> ▶ there are lines in the environment , including nature</p> <p><b>Students Will Do:</b> ▶ Create a drawing of trees, using line ▶ Create a drawing using only pencil to create different lines in the tree drawing</p>	<p><b>Students Will Know:</b> ▶ that there are lines in the environment, classroom, all around us, and in nature ▶ How to use line in a variety of ways</p> <p><b>Students Will Do:</b> ▶ Designs using their name and just lines with markers ▶ A collage using items that can create lines such as yarn</p>
<p>2.3 For <b>texture</b>, explore the use of textures in 2D and 3D works. Identify a wide variety of types of textures, <i>for example, smooth, rough, and bumpy</i>, in the environment and in artwork. Create representations of textures in drawings, paintings, rubbings, or <b>relief</b></p>	<p>2.3 For <b>texture</b>, explore the use of textures in 2D and 3D works. Identify a wide variety of types of textures, <i>for example, smooth, rough, and bumpy</i>, in the environment and in artwork. Create representations of textures in drawings, paintings, rubbings, or <b>relief</b></p>	<p>2.3 For <b>texture</b>, explore the use of textures in 2D and 3D works. Identify a wide variety of types of textures, <i>for example, smooth, rough, and bumpy</i>, in the environment and in artwork. Create representations of textures in drawings, paintings, rubbings, or <b>relief</b></p>	<p>2.3 For <b>texture</b>, explore the use of textures in 2D and 3D works. Identify a wide variety of types of textures, <i>for example, smooth, rough, and bumpy</i>, in the environment and in artwork. Create representations of textures in drawings, paintings, rubbings, or <b>relief</b></p>	<p>2.3 For <b>texture</b>, explore the use of textures in 2D and 3D works. Identify a wide variety of types of textures, <i>for example, smooth, rough, and bumpy</i>, in the environment and in artwork. Create representations of textures in drawings, paintings, rubbings, or <b>relief</b></p>
<p><b>Students Will Know:</b> ▶ What texture is ▶ New vocabulary words ▶ Texture is something that can be found in nature ▶ Texture is all around us</p> <p><b>Students Will Do:</b> ▶ Create leaf rubbings</p>	<p><b>Students Will Know:</b> ▶ Texture can be found in the surrounding environment and in nature ▶ We can create texture in art</p> <p><b>Students Will Do:</b> ▶ Find surfaces with different textures and identify different</p>	<p><b>Students Will Know:</b> ▶ 2D art work can show texture even though it can't be felt</p> <p><b>Students Will Do:</b> ▶ Find texture in 2 dimensional art work</p>	<p><b>Students Will Know:</b> ▶ how to create texture using different materials ▶ how to create texture using different techniques</p> <p><b>Students Will Do:</b> ▶ Create a drawing of an animal using only pencil to show texture</p>	<p><b>Students Will Know:</b> ▶ texture can be created using paint, printing process, and with pencil</p> <p><b>Students Will Do:</b> ▶ Create a painting that shows texture by using different brush strokes</p>



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	textures (soft, hard, bumpy, fuzzy) ▶ Create a crayon rubbing over different textured surfaces		of the skin/fur/ feathers ▶ Make a clay sculpture using tools to create texture	▶ Create a print that is made using different materials to create texture ▶ Create a drawing that will show pencil line that shows texture
2.4 For <b>shape and form</b> , explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, <i>for example, circles, squares, triangles</i> , and forms, <i>for example, spheres, cones, cubes</i> , in the environment and in artwork.	2.4 For <b>shape and form</b> , explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, <i>for example, circles, squares, triangles</i> , and forms, <i>for example, spheres, cones, cubes</i> , in the environment and in artwork.	2.4 For <b>shape and form</b> , explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, <i>for example, circles, squares, triangles</i> , and forms, <i>for example, spheres, cones, cubes</i> , in the environment and in artwork.	2.4 For <b>shape and form</b> , explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, <i>for example, circles, squares, triangles</i> , and forms, <i>for example, spheres, cones, cubes</i> , in the environment and in artwork.	2.4 For <b>shape and form</b> , explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, <i>for example, circles, squares, triangles</i> , and forms, <i>for example, spheres, cones, cubes</i> , in the environment and in artwork.
<b>Students Will Know:</b> ▶ The difference between a circle and a square ▶ Shapes of different sizes  <b>Students Will Do:</b> ▶ Identify large and small round and square shapes ▶ Identify circles and squares in art	<b>Students Will Know:</b> ▶ Shapes can overlap in art ▶ Overlapping shapes create new shapes ▶ What triangles are and begin understanding about form  <b>Students Will Do:</b> ▶ Identify overlapping shapes ▶ Trace shapes to have them overlap each other (geometric and organic shapes)	<b>Students Will Know:</b> ▶ Shapes are 2 dimensional and forms are 3 dimensional  <b>Students Will Do:</b> ▶ Create a 2 dimensional drawing ▶ Create a 3 dimensional sculpture of the same shape; ie: draw a square and then build a cube using cardboard ▶ Create a 3 dimensional sculpture such as clay and then draw a 2d drawing of it	<b>Students Will Know:</b> ▶ artists use shapes to create pictures ▶ difference between shape and form  <b>Students Will Do:</b> ▶ create a picture using shapes ▶ create a paper sculpture of forms	<b>Students Will Know:</b> ▶ circles are shapes and cylinders are forms  <b>Students Will Do:</b> ▶ build a structure using cylinders from a drawing that they created with circles ▶ build a sculpture using cylindrical and cube forms ▶ draw cylinders and cubes with pencil
2.5 For <b>pattern and symmetry</b> , explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made	2.5 For <b>pattern and symmetry</b> , explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made	2.5 For <b>pattern and symmetry</b> , explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made	2.5 For <b>pattern and symmetry</b> , explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made	2.5 For <b>pattern and symmetry</b> , explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made
<b>Students Will Know:</b> ▶ What a pattern does	<b>Students Will Know:</b> ▶ We can find patterns in the	<b>Students Will Know:</b> ▶ symmetrical shapes and	<b>Students Will Know:</b> ▶ how to create a symmetrical	<b>Students Will Know:</b> ▶ how to create a pattern with cut



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<p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Verbalize color patterns</li> <li>▶Create a pattern by coloring in boxes using crayons of two colors only</li> </ul>	<p>environment</p> <ul style="list-style-type: none"> <li>▶Patterns can be found in art</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a design using markers that creates a pattern either by using the thickness and thinness of the markers or by the different marker colors</li> </ul>	<p>patterns can be found in 3d works</p> <ul style="list-style-type: none"> <li>▶masks have a symmetrical design</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a symmetrical design</li> <li>▶ cut a paper mask with a symmetrical design</li> </ul>	<p>design using paint</p> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a symmetrical painting on foil by painting half and folding it together to create the symmetrical design on the opposite side</li> </ul>	<p>paper</p> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a tessellation</li> <li>▶Create a totem pole sculpture</li> </ul>
<p>2.6 For <b>space and composition</b>, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of <b>foreground, middle ground, and background</b> Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis</p>	<p>2.6 For <b>space and composition</b>, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of <b>foreground, middle ground, and background</b> Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis</p>	<p>2.6 For <b>space and composition</b>, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of <b>foreground, middle ground, and background</b> Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis</p>	<p>2.6 For <b>space and composition</b>, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of <b>foreground, middle ground, and background</b> Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis</p>	<p>2.6 For <b>space and composition</b>, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of <b>foreground, middle ground, and background</b> Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis</p>
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶We can show things in front of something else in art</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a picture using cut papers glued on top of each other</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Difference between foreground and background</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Demonstrate understanding of foreground and background by creating a drawing of something in the foreground and cut paper glued to paper to show background</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to show an understanding of space</li> <li>▶how to show rhythm</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a collage cityscape</li> <li>▶Create a rain stick with lines and patterns to create rhythm</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to show repetition in art</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create an aboriginal dreaming</li> <li>▶Create a radial design</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to show balance in art</li> <li>▶how to identify balance in art</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a poster that achieves balance</li> </ul>
<b>STANDARD 3: Observation, Abstraction, Invention, and Expression</b>				
3.1 Create 2D and 3D artwork from direct observation.	3.1 Create 2D and 3D artwork from direct observation.	3.1 Create 2D and 3D artwork from direct observation.	3.1 Create 2D and 3D artwork from direct observation.	3.1 Create 2D and 3D artwork from direct observation.
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶We can look at something and</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Artists sometimes draw from</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Process for painting from</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to draw and paint from</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to create 2-d and 3D</li> </ul>



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p>draw it</p> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a drawing of lines (short and long)</li> <li>▶Look at short and long lines and copy them to show that they can draw what they see</li> </ul>	<p>direct observation</p> <ul style="list-style-type: none"> <li>▶Artists sometimes observe before building a 3D artwork</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a drawing from direct observation</li> <li>▶Create a clay sculpture from direct observation</li> </ul>	<p>direct observation</p> <ul style="list-style-type: none"> <li>▶ Process for creating a sculpture from direct observation</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Paint a still life from direct observation</li> <li>▶Create a sculpture of a person using wire from direct observation</li> </ul>	<p>observation</p> <ul style="list-style-type: none"> <li>▶how to sketch</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Sketch of a person in motion from observation</li> <li>▶Draw a contour drawing of a still life from observation</li> </ul>	<p>artwork from direct observation</p> <ul style="list-style-type: none"> <li>▶how to create a sculpture from observation</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a still life painting</li> <li>▶Create a sculpture from observation</li> <li>▶Create a sculpture from a drawn idea of architecture</li> </ul>
<p>3.2 Create 2D and 3D expressive artwork that explores abstraction.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶the difference between large and small shapes</li> <li>▶how to trace circles next to each other</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a 2D art drawing and coloring using small and large circles</li> </ul>	<p>3.2 Create 2D and 3D expressive artwork that explores abstraction.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Shapes can be overlapped to create a new design</li> <li>▶Procedure for overlapping shapes to create a new shape</li> <li>▶new vocabulary</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a pencil/crayon design using overlapping circles</li> </ul>	<p>3.2 Create 2D and 3D expressive artwork that explores abstraction.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to create a 2D piece of art that is not “realistic”</li> <li>▶new vocabulary</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a drawing using lines and shapes that is not a “realistic” picture</li> <li>•Add oil pastels to the shapes</li> </ul>	<p>3.2 Create 2D and 3D expressive artwork that explores abstraction.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Key components in an “abstract” drawing of something</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create an abstract drawing/painting of a flower</li> </ul>	<p>3.2 Create 2D and 3D expressive artwork that explores abstraction.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to create an expressive 2D art work</li> <li>▶how to create expressive 3-d art work</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create an abstract self portrait painting</li> <li>▶Create an abstract sculpture using found material</li> </ul>
<p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Art can be used to tell a story about a memory or a fantasy.</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Draw a picture of something they remember that was the most fun they ever had</li> </ul>	<p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Artists sometimes draw from memory or imagination</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶ create a 2 d piece of art from their memory to show an idea</li> </ul>	<p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to create a 3d piece of art work to embody an idea</li> <li>▶how to create a 2D artwork that embodies a fantasy</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶create a paper sculpture of a fantasy playground or park</li> <li>▶draw and paint an imaginary</li> </ul>	<p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to create a 2D image of something from their imagination</li> <li>▶how to create artwork from memory using 3D</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶create a drawing using oil crayons of an imaginary bird</li> </ul>	<p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.</p> <p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to create something 3D that embodies an idea</li> <li>▶how to create a 2D art work that embodies a fantasy</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a clay sculpture of something that is part human and part animal</li> </ul>



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
		house	►Create a 3D clay sculpture of a bird	►Create a painting of a “fantastical” journey
<b>STANDARD 4: Drafting, Revising, and Exhibiting</b>				
4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion.	4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion.	4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion.	4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion.	4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion.
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►How to choose and discuss their art work with the class</li> <li>►How to look at art</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>► Explain to the class how a piece of art was made</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►How to choose work and discuss art work with the teacher and the class</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>► Choose best work from personal portfolio that they put most effort into</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to choose work and explain how work was made to classmates</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>►look through portfolio, explain how it was made to classmates</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►Criteria for choosing personal work to be exhibited</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>► Choose work created during the school year and explain medium used, how they made it, etc.</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to select work parent teacher conferences or openhouse</li> <li>►discuss with teacher and parent why they chose it</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>►mount paintings</li> </ul>
4.2 Select works for exhibition and work as a group to create a display.	4.2 Select works for exhibition and work as a group to create a display.	4.2 Select works for exhibition and work as a group to create a display.	4.2 Select works for exhibition and work as a group to create a display.	4.2 Select works for exhibition and work as a group to create a display.
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►How to create work that shows effort</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>►Select a favored piece of their art for an exhibit</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►How to create work that shows effort and following direction</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>►Select work for a class exhibit</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to create work appropriate for a display</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>►choose work for an exhibition</li> <li>►help a teacher hang a bulletin board</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to work cooperatively as a group to create a display</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>►Create art for a school assembly using paint, sculpture</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to select exhibition work</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>►create an art exhibit for a show</li> <li>►select art work that is their best effort for open house</li> </ul>
4.3 As a class, develop and use criteria for informal classroom discussions about art.	4.3 As a class, develop and use criteria for informal classroom discussions about art.	4.3 As a class, develop and use criteria for informal classroom discussions about art.	4.3 As a class, develop and use criteria for informal classroom discussions about art.	4.3 As a class, develop and use criteria for informal classroom discussions about art.
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►Criteria for evaluating art</li> </ul> <p><b>Students Will Do:</b></p>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►Class rules for discussion</li> </ul> <p><b>Students Will Do:</b></p>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to be able to share, listen, and cooperate within a classroom setting</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to be able to critique art</li> <li>►how to be able to make decisions about art</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>►how to use criteria for discussions about art</li> </ul>



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p>▶Contribute to a list of what we look for in a piece of art</p>	<p>▶ Contribute to a list of how to listen cooperatively and show respect of others</p> <p>▶ Contribute to a list of what we can do to be sure we are heard in front of the class</p>	<p>▶how to decide on what is important when discussing art</p> <p><b>Students Will Do:</b></p> <p>▶ Contribute to a list of basic rules of sharing and listening</p> <p>▶ Contribute to a list of what we can talk about when we are talking about art</p>	<p><b>Students Will Do:</b></p> <p>▶ Contribute to a discussion and list about how to critique positively</p> <p>▶ Contribute to sharing with classmates information about a print</p>	<p><b>Students Will Do:</b></p> <p>▶Show and tell about an art print from history</p> <p>▶Show and tell about their own work</p>
<b>STANDARD 5: Critical Response</b>				
<p>5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p>	<p>5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p>	<p>5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p>	<p>5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p>	<p>5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p>
<p><b>Students Will Know:</b></p> <p>▶See standard 2.1 for color</p> <p>▶ See standard 2.2 for line</p> <p>▶ See standard 2.3 for texture</p> <p>▶See standard 2.4 for shape and form</p> <p><b>Students Will Do:</b></p> <p>▶ Identify kinds of color, line, texture, shapes, and forms in a piece of art</p> <p>▶Create a visual inventory of images seen in an artwork</p>	<p><b>Students Will Know:</b></p> <p>▶See standard 2.1 for color</p> <p>▶ See standard 2.2 for line</p> <p>▶ See standard 2.3 for texture</p> <p>▶See standard 2.4 for shape and form</p> <p><b>Students Will Do:</b></p> <p>▶ Identify kinds of color, line, texture, shapes, and forms in a piece of art</p> <p>▶Create a visual inventory of images seen in an artwork</p>	<p><b>Students Will Know:</b></p> <p>▶See standard 2.1 for color</p> <p>▶ See standard 2.2 for line</p> <p>▶ See standard 2.3 for texture</p> <p>▶See standard 2.4 for shape and form</p> <p><b>Students Will Do:</b></p> <p>▶Create a collage of shapes using magazine clippings</p>	<p><b>Students Will Know:</b></p> <p>▶See standard 2.1 for color</p> <p>▶ See standard 2.2 for line</p> <p>▶ See standard 2.3 for texture</p> <p><b>Students Will Do:</b></p> <p>▶Identify color, line, and texture within a painting</p>	<p><b>Students Will Know:</b></p> <p>▶See standard 2.4 for shape and form</p> <p><b>Students Will Do:</b></p> <p>▶Identify forms within a painting</p> <p>▶Identify forms and their correlating 2-D shapes</p>
<p>5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p>	<p>5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p>	<p>5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p>	<p>5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p>	<p>5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p>
<b>Students Will Know:</b>	<b>Students Will Know:</b>	<b>Students Will Know:</b>	<b>Students Will Know:</b>	<b>Students Will Know:</b>



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p>▶Characteristics that differentiate painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p> <p><b>Students Will Do:</b> ▶Identify paintings from among a varied selection of types of art.</p>	<p>▶Characteristics that differentiate painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p> <p><b>Students Will Do:</b> ▶ Identify paintings from among a varied selection of types of art.</p>	<p>▶Characteristics that differentiate painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p> <p><b>Students Will Do:</b> ▶ Critique a photograph</p>	<p>▶Characteristics that differentiate painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p> <p>▶how to find differences in different artworks</p> <p><b>Students Will Do:</b> ▶Show and tell to identify differences in different art work</p>	<p>▶Characteristics that differentiate painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film.</p> <p>▶how to identify and names different categories of art</p> <p><b>Students Will Do:</b> ▶Create a collage of each of the categories of art</p>
<p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p>	<p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p>	<p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p>	<p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p>	<p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p>
<p><b>Students Will Know:</b> ▶Ways to present personal responses in a helpful manner</p> <p><b>Students Will Do:</b> ▶Say what they like about a piece of work created by a peer.</p>	<p><b>Students Will Know:</b> ▶Ways to present personal responses in a helpful manner</p> <p><b>Students Will Do:</b> ▶Identify similarities and differences among artworks</p>	<p><b>Students Will Know:</b> ▶how to describe things that are the same and things that are different in art ▶how to present responses regarding materials and subject matter</p> <p><b>Students Will Do:</b> ▶show and tell that describes differences in subject matter even though the material was the same</p>	<p><b>Students Will Know:</b> ▶how to appropriately describe elements in art work</p> <p><b>Students Will Do:</b> ▶Describe different colors, shape and textures within a historical painting</p>	<p><b>Students Will Know:</b> ▶how to describe materials and techniques within a painting ▶how to use an element of design within a print</p> <p><b>Students Will Do:</b> ▶a show and tell that describes materials and technique used within a painting ▶design a print that shows one of the elements of art</p>
<p>5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group.</p>	<p>5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group.</p>	<p>5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group.</p>	<p>5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group.</p>	<p>5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group.</p>
<p>Standard not addressed in Kindergarten</p>	<p>Standard not addressed in Grade 1</p>	<p>Standard not addressed in Grade 2</p>	<p><b>Students Will Know:</b> ▶how to comment constructively and show support</p>	<p><b>Students Will Know:</b> ▶how to explain strengths and weaknesses in their own work</p>



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
			<b>Students Will Do:</b> ▶ Show respect as a group	▶ how to share comments constructively  <b>Students Will Do:</b> ▶ show and tell of their own work ▶ critique each other constructively
<b>STANDARD 6 - Purposes and Meanings in the Arts</b>				
6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “ <i>What is the artist trying to say?</i> ” “ <i>Who made this, and why?</i> ” “ <i>How does this work make me feel?</i> ”	6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “ <i>What is the artist trying to say?</i> ” “ <i>Who made this, and why?</i> ” “ <i>How does this work make me feel?</i> ”	6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “ <i>What is the artist trying to say?</i> ” “ <i>Who made this, and why?</i> ” “ <i>How does this work make me feel?</i> ”	6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “ <i>What is the artist trying to say?</i> ” “ <i>Who made this, and why?</i> ” “ <i>How does this work make me feel?</i> ”	6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “ <i>What is the artist trying to say?</i> ” “ <i>Who made this, and why?</i> ” “ <i>How does this work make me feel?</i> ”
<b>Students Will Know:</b> ▶ How to pose questions about art  <b>Students Will Do:</b> ▶ Ask and answer questions about a piece of art	<b>Students Will Know:</b> ▶ How to pose questions about art  <b>Students Will Do:</b> ▶ Ask and answer questions when comparing a landscape and a portrait	<b>Students Will Know:</b> ▶ To continue appropriate manners when viewing and speaking about art ▶ Describe differences in art prints  <b>Students Will Do:</b> ▶ Compare historical and modern art and describe differences, who might have made it	<b>Students Will Know:</b> ▶ How to continue working appropriately when listening to others and speaking about art ▶ How to be open to others thoughts  <b>Students Will Do:</b> ▶ Share ideas about how the work makes them feel	<b>Students Will Know:</b> ▶ How to continue working as a group; listening to others; sharing ideas; that no one way is the “right way” ▶ How to make decisions about the artists ideas and work  <b>Students Will Do:</b> ▶ Share ideas as a group; show and tell to talk about print; talk about what the artist might be trying to say; thoughts on likes and dislikes about the art
6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities.	6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities.	6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities.	6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities.	6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities.
<b>Students Will Know:</b> ▶ People come from different places	<b>Students Will Know:</b> ▶ We live with many people from different cultures	<b>Students Will Know:</b> ▶ We can create art that is similar to people from other cultures	<b>Students Will Know:</b> ▶ how to connect art and culture	<b>Students Will Know:</b> ▶ People come from different places



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p><b>Students Will Do:</b> ► Explain the meaning of the art in a story book about a different culture.</p>	<p>► People from other places are known for certain art forms</p> <p><b>Students Will Do:</b> ► Imagine what daily life was like in a different culture after viewing art from the culture.</p>	<p><b>Students Will Do:</b> ► a weaving</p>	<p><b>Students Will Do:</b> ► a native American doll lesson</p>	<p><b>Students Will Do:</b> ► Explain the meaning of the art in a story book about a different culture.</p>
<b>STANDARD 7 - Roles of Artists in Communities</b>				
<p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects. <i>For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations.</i></p>	<p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects. <i>For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations.</i></p>	<p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects. <i>For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations.</i></p>	<p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects. <i>For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations.</i></p>	<p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects. <i>For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations.</i></p>
<p><b>Students Will Know:</b> ► How illustrators make pictures for books</p> <p><b>Students Will Do:</b> ► Imagine how an illustrator created pictures in a book</p>	<p><b>Students Will Know:</b> ► About the different jobs that artists have</p> <p><b>Students Will Do:</b> ► Learn about careers ► Learn about different jobs artists have</p>	<p><b>Students Will Know:</b> ► how painters paint pictures ► where artists get ideas</p> <p><b>Students Will Do:</b> ► have an artist/illustrator visit the school and demonstrate their work ► have an opportunity to do the work of the visiting artist</p>	<p><b>Students Will Know:</b> ► how other cultures create works of art ► how artists work</p> <p><b>Students Will Do:</b> ► A lesson on doll making ► Make a clay pot</p>	<p><b>Students Will Know:</b> ► how architects build ► how buildings are made</p> <p><b>Students Will Do:</b> ► a model of a building using cardboard and foam core</p>
<b>STANDARD 8 - Concepts of Style, Stylistic Influence, and Stylistic Change</b>				
<p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to</p>	<p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to</p>	<p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to</p>	<p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to</p>	<p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to</p>



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p>America, such as</p> <ul style="list-style-type: none"> <li>▪ styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;</li> <li>▪ styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <i>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.</i></li> </ul>	<p>America, such as</p> <ul style="list-style-type: none"> <li>▪ styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;</li> <li>▪ styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <i>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.</i></li> </ul>	<p>America, such as</p> <ul style="list-style-type: none"> <li>▪ styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;</li> <li>▪ styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <i>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.</i></li> </ul>	<p>America, such as</p> <ul style="list-style-type: none"> <li>▪ styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;</li> <li>▪ styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <i>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.</i></li> </ul>	<p>America, such as</p> <ul style="list-style-type: none"> <li>▪ styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;</li> <li>▪ styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <i>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.</i></li> </ul>
<p>Standard not addressed in Kindergarten</p>	<p><b>Students Will Know:</b> ▶ Each native American culture has its own style of clay containers and bowls</p> <p><b>Students Will Do:</b> ▶ identify differences in color, line, and texture in varied clay bowls</p>	<p><b>Students Will Know:</b> ▶ how to find similarities and differences in Native American pottery</p> <p><b>Students Will Do:</b> ▶ a clay container using air dry clay that is similar to a Native American container ▶ paint native American pottery that they shaped</p>	<p><b>Students Will Know:</b> ▶ how to describe Native American pottery differences ▶ learn new vocabulary and technique</p> <p><b>Students Will Do:</b> ▶ a clay pot using air dry clay ▶ use clay tools properly</p>	<p><b>Students Will Know:</b> ▶ there are differences in Native American Pottery depending on the area of the country ▶ pottery has different purposes</p> <p><b>Students Will Do:</b> ▶ Create a clay pot or bowl that has a function (food, decorative, fluids)</p>
<p>8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe</p>	<p>8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe</p>	<p>8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe</p>	<p>8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe</p>	<p>8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe</p>
<p>Standard not addressed in Kindergarten</p>	<p>Standard not addressed in Grade 1</p>	<p>Standard not addressed in Grade 2</p>	<p><b>Students Will Know:</b> ▶ The costumes of the Medieval period</p>	<p><b>Students Will Know:</b> ▶ costumes around the world have different styles</p>



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
			<b>Students Will Do:</b> ▶Design armor after researching to find pictures	<b>Students Will Do:</b>
8.3 Perform or create works inspired by historical or cultural styles.	8.3 Perform or create works inspired by historical or cultural styles.	8.3 Perform or create works inspired by historical or cultural styles.	8.3 Perform or create works inspired by historical or cultural styles.	8.3 Perform or create works inspired by historical or cultural styles.
Standard not addressed in Kindergarten	Standard not addressed in Grade 1	<b>Students Will Know:</b> ▶ About Japanese Culture  <b>Students Will Do:</b> ▶ Create Japanese Kites	<b>Students Will Know:</b> ▶About art in Japanese culture  <b>Students Will Do:</b> ▶Create Japanese Origami ▶ Create Gyotaku (fish printing) ▶ Create Omikuji	<b>Students Will Know:</b> ▶About Aboriginal people ▶About Mexico  <b>Students Will Do:</b> ▶Create an aboriginal painting (dreaming) ▶ Create Oaxacan animals out of clay
<b>STANDARD 9 - Inventions, Technologies, and the Arts</b>				
9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “What is this made of?” “Would I design this differently?” “Who first thought of making something like this?”	9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “What is this made of?” “Would I design this differently?” “Who first thought of making something like this?”	9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “What is this made of?” “Would I design this differently?” “Who first thought of making something like this?”	9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “What is this made of?” “Would I design this differently?” “Who first thought of making something like this?”	9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as “What is this made of?” “Would I design this differently?” “Who first thought of making something like this?”
<b>Students Will Know:</b> ▶How to observe and describe differences in things  <b>Students Will Do:</b> ▶Identify similarities and differences among an instrument such as a camera	Standard not addressed in Grade 1	<b>Students Will Know:</b> ▶How to view different art materials and answer questions regarding them cooperatively ▶Ask questions and discuss ways in which a paint brush might be made  <b>Students Will Do:</b> •make a hand made paint brush	<b>Students Will Know:</b> ▶artists make different things (ie: painters, photographers, printers) ▶different materials are used for different art projects  <b>Students Will Do:</b> ▶Share with the class what they learned	<b>Students Will Know:</b> ▶how art materials are made ▶how some art materials can be made with natural materials  <b>Students Will Do:</b> ▶make home made paint, clay, paper mache paste, etc.



## VERTICAL ALIGNMENT OF ARTS STANDARDS Grades K-4

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>STANDARD 10 - Interdisciplinary Connections</b>				
10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines. Examples of this include: <i>using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;</i>	10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines. Examples of this include: <i>using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;</i>	10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines. Examples of this include: <i>using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;</i>	10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines. Examples of this include: <i>using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;</i>	10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines. Examples of this include: <i>using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;</i>
Standard not addressed in Kindergarten	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶Picture books have words and pictures</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Identify animals in the story; discuss the colors that were used to create these animals</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶ See all sub-standards under standards 1 and 2</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Draw a picture that goes along with a story read aloud by the teacher</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶art can change according to the music that is being played</li> </ul> <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>▶Create a painting that expresses a musical composition</li> </ul>	<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>▶how to use art to help with theater performance</li> </ul> <p><b>Sthudents Will Do:</b></p> <ul style="list-style-type: none"> <li>▶a set design for a performance</li> <li>▶painting for props for a performance</li> </ul>