



The visual arts standards in preschool focus on experiences and exploration in art-making and with art materials. This helps to develop a foundation and appreciation for visual art. In preschool, students identify art in their daily surroundings, experience that art can be used to represent stories and ideas, explore various art-making processes, and begin to see how art is a part of their community.

Expectations for Preschool Students:

- **Observe and Learn to Comprehend (Know/Comprehend):** Identify art in their day-to-day life and surroundings.
- **Envision and Critique to Reflect (Critique/Evaluate/Refine):** Know that art can be used to represent people, places, things, and ideas. Art can be used to tell a story.
- **Invent and Discover to Create (Create/Present):** Use a range of traditional and non-traditional art materials to create drawings, pictures, or other objects that have personal relevance.
- **Relate and Connect to Transfer (Connect/Apply/Transfer):** Understand that art and artists have an important role in communities.

Throughout Preschool You May Find Students:

- Bringing attention to patterns, shapes, lines, or colors found in objects and design inside as well as in nature and the outdoor environment; commenting or drawing attention to a feature of a food item or packaging at snack time; noticing and discussing the illustrations in picture books, posters, or art in hallways as inspiration for making original art; helping decide which of their artworks should be displayed; pointing out images of personal preference and connect to stories about their life.
- Telling the story of their own work; showing or telling the steps used in making their own art; using the illustrations of books as inspiration to create their own story.
- Exploring and experimenting with a combination of materials and trying a variety of techniques; describing their artwork; listening to stories and creating a work of art that represents the story; learning by discovery, such as by finding out what happens when colors are mixed rather than being told ahead of time; making choices about their artwork and envisioning what might happen if they make changes or additions to a work of art.
- Explaining what an artist does; identifying some of the activities in which artists participate and materials artists might use; requesting and using names for art materials while working on art (such as, but not limited to, paint, colored pencils, pastels, clay, yarn, wooden blocks, crayons, fabric, etc.).