

PRESCHOOL ART EDUCATION PROGRAM

PROGRAM RECOMMENDATIONS

This program is currently not offered by the art department. It is our recommendation that the following model be adopted and taught by certified art teachers.

The preschool art education program is a developmentally appropriate curriculum which provides for all areas of a child's development: physical, emotional, social and cognitive through an integrated approach. The art curriculum is designed to promote a positive self-image, sensory awareness, growing independence and an eagerness to learn. Children are encouraged to manipulate and create with a variety of materials and engage in a variety of art making processes. Social interaction and communication skills are particularly important to the preschool students' verbal and visual expressions of ideas and feelings. Situations in which students observe and discuss originals and reproductions from a broad range of cultures and times are a regular part of the preschool art program.

PRESCHOOL ART OUTCOMES

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Preschool</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Acknowledge that people create artwork. 	<ul style="list-style-type: none"> Observe and discuss work done by various artists. 	<ul style="list-style-type: none"> Discuss and explain artwork created by various artists.
		<ul style="list-style-type: none"> View themselves as artists. 	<ul style="list-style-type: none"> Create original artwork. 	<ul style="list-style-type: none"> Talk about own artwork as their personal creation.
	<ul style="list-style-type: none"> Recognize art as the work of an artist. 		<ul style="list-style-type: none"> Observe artist’s original work and art reproductions. 	<ul style="list-style-type: none"> Discuss origin and content of artwork (originals and reproductions).
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Classify objects in the immediate environment by their shape and color. 	<ul style="list-style-type: none"> Identify and discuss objects in the room, including images in books. 	<ul style="list-style-type: none"> Talk about objects in the immediate environment by their shape and color.
		<ul style="list-style-type: none"> Listen to and follow verbal directions; view demonstrations. 	<ul style="list-style-type: none"> Practice following step-by-step directions. 	<ul style="list-style-type: none"> Create artwork by following step-by-step instructions.
		<ul style="list-style-type: none"> Make independent choices during the art process. 	<ul style="list-style-type: none"> Choose from a variety of materials and processes. 	<ul style="list-style-type: none"> Create artwork from selected materials, describing choices made.
	<ul style="list-style-type: none"> Differentiate between natural and human-made objects. 		<ul style="list-style-type: none"> View and compare a variety of objects from nature and those created by artists. 	<ul style="list-style-type: none"> Share materials and work areas in the art room. Explain if an object is man-made or found in nature.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Preschool</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ELEMENTS AND PRINCIPLES	<ul style="list-style-type: none"> Recognize & create simple shapes. 	<ul style="list-style-type: none"> Recognize and reproduce selected elements of art including color, shape, and line. 	<ul style="list-style-type: none"> Experiment with colors, lines and shapes using selected materials. 	<ul style="list-style-type: none"> Create original artwork incorporating basic art elements.
	<ul style="list-style-type: none"> Describe copy and/or extend simple patterns. 		<ul style="list-style-type: none"> Experiment with various sample patterns in artwork. 	<ul style="list-style-type: none"> Create artwork incorporating patterns; describe patterns verbally.
	<ul style="list-style-type: none"> Recognize art elements in extended environment. 		<ul style="list-style-type: none"> Observe and talk about art elements that appear outside school environment. 	<ul style="list-style-type: none"> Describe art elements as they appear in home, community or nature.
MEDIA SKILLS AND PROCESSES	<ul style="list-style-type: none"> Use words pertaining to art and art processes. 		<ul style="list-style-type: none"> Discuss artworks (original/reproductions) using art-related terms. 	<ul style="list-style-type: none"> Describe artwork (original/reproductions) using appropriate art vocabulary, e.g., paint, drawing, lines, shapes.
	<ul style="list-style-type: none"> Distinguish between two-dimensional and three-dimensional objects. 		<ul style="list-style-type: none"> Explore, view and create two-dimensional and three-dimensional objects (drawing, painting, collage and sculptive clay mobiles). 	<ul style="list-style-type: none"> Discuss and identify artwork (original or reproduction) as a two-dimensional (flat) or three-dimensional object.
		<ul style="list-style-type: none"> Use fine and gross motor skills to create images and forms with assigned materials. 	<ul style="list-style-type: none"> Experiment with and explore various materials to discover possibilities and limitations (paper, paint, clay, fabric, pastel, crayon). 	<ul style="list-style-type: none"> Create original artwork with various materials and talk about finished product and process.
		<ul style="list-style-type: none"> Use a variety of art tools, e.g., brushes, scissors, clay tools. 	<ul style="list-style-type: none"> Experiment with control and manipulation of various tools 	<ul style="list-style-type: none"> Create artwork using various tools and talk about the tools used.
		<ul style="list-style-type: none"> Engage in or become familiar with a variety of art processes to create art, e.g., painting, drawing, modeling, collage, sculpting. 	<ul style="list-style-type: none"> Choose and explore a variety of art processes. Discuss and investigate the process used to create various works. 	<ul style="list-style-type: none"> Create artwork which demonstrates acquired knowledge of skills and process. Talk about artwork in terms of process and materials used.

II. COMPONENT: CREATING AND PRODUCING ART (continued)

CONTENT AREA	<i>Preschool</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Engage in art activities that allow for expression and communication of ideas and feelings. 	<ul style="list-style-type: none"> Participate in art activities that encourage self-expression and communication of ideas. 	<ul style="list-style-type: none"> Create artwork and dictate/talk about ideas or feelings associated with that creation (teacher records dictation for display or documentation).
	<ul style="list-style-type: none"> Produce visual expressions based on own life experiences. 		<ul style="list-style-type: none"> Create art about self, family, friends and community. 	<ul style="list-style-type: none"> Dictate thoughts about pictorial representations conveyed in own artwork.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Preschool</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Talk about the colors, materials or feelings used in their own artwork. 	<ul style="list-style-type: none"> View and discuss various artwork, including own work, to identify art elements. 	<ul style="list-style-type: none"> Create original artwork using given art elements and talk about the use of those elements.
			<ul style="list-style-type: none"> Discuss possible feelings associated with reproductions or original artwork. Generate list of possible feelings. 	<ul style="list-style-type: none"> Talk about personal feelings regarding own creations or artwork done by others.
	<ul style="list-style-type: none"> Share personal feelings about art. 		<ul style="list-style-type: none"> Respond to and talk about art experiences. 	<ul style="list-style-type: none"> Respond to and talk about art experiences.

ELEMENETARY ART EDUCATION PROGRAM

PROGRAM DESCRIPTION

Elementary art education engages students intuitively, intellectually, personally, physically and emotionally. Students learn to see themselves as artists and express their ideas and feelings through their art. Active experiences in drawing, painting, designing and sculpting as well as working in clay, paper and fibers are designed to develop visual, spatial and manipulative skills. Students learn that creating art is essentially a process of sorting through possibilities by observing and sharing ideas, recalling prior experience, thinking critically, making choices, considering alternatives, responding, creating and evaluating.

The joy of learning becomes real as students participate in verbal and non-verbal art experiences. Intuition, reasoning, ways of thinking and decision-making skills are developed as students articulate their ideas and feelings about their own work and the work of others. Through these experiences, students learn to seek their own solutions to creative problems and challenge within the structures of defined outcomes. Students become aware that other answers exist in the solutions discovered by classmates. They learn that art is part of everyday life and that artists throughout time have addressed similar concerns.

ELEMENTARY ART EDUCATION: Program Outcomes

The following chart identifies exit outcomes for the K – 5 elementary art program with options to access student growth or attainment.

I. COMPONENT: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS

<i>Program</i> EXIT OUTCOMES		SAMPLE ASSESSMENT
Focus on Development and Growth	Focus on Attainment	
	<ul style="list-style-type: none"> • Categorize selected artworks representative of different artists, cultures and historical eras. 	<ul style="list-style-type: none"> • Participate in written, oral, or group activities to select and categorize artworks representative of different artists, cultures and eras. • Create a pictorial time-line of works that portray a common theme from different artists, cultures and eras.
<ul style="list-style-type: none"> • Distinguish the style, subject and/or purpose of selected artworks by different artists from different cultures and societies. 		<ul style="list-style-type: none"> • Participate in written, oral or group activities to point out the style, subject and/or purpose of selected artworks by different artists from different cultures and societies.
	<ul style="list-style-type: none"> • Describe ways that people are involved in the visual arts within a society. 	<ul style="list-style-type: none"> • Participate in written, oral or group activities to identify and describe ways the visual arts are part of life in a society. • Play the roles of window designers, gallery owners, museum curators, etc. • Match photographs of artists at work and create captions describing their work.
<ul style="list-style-type: none"> • Give examples of ways art skills are used in daily life. 		<ul style="list-style-type: none"> • Use examples from other areas of study to talk about the relationship art has to them. • Use technological media as a tool to research an artist or art movement.

II. COMPONENT: CREATING AND PRODUCING ART

<i>Program</i> EXIT OUTCOMES		SAMPLE ASSESSMENT
Focus on Development and Growth	Focus on Attainment	
	<ul style="list-style-type: none"> Compose art utilizing variations of the elements of art and principles of organization to express feelings and convey ideas. 	<ul style="list-style-type: none"> Plan and complete expressive artwork that illustrates ways the elements of art and principles of organization can be varied. Record examples of variations of the elements of art and principles of organization in a sketchbook or journal.
<ul style="list-style-type: none"> Apply the elements of art and principles of organization seen in the natural and built environment to create artworks. 		<ul style="list-style-type: none"> Observe natural formations or images from the natural and built environment to record the lines, colors, etc. in artwork. Create an informative display using natural forms, photographs, student artwork and works by other artists which shows the elements of art and principles of organizations.
<ul style="list-style-type: none"> Select and use art materials with confidence to produce varying forms of art, e.g., drawings, prints, sculptures and so on. 		<ul style="list-style-type: none"> Collect artwork in a portfolio which reveals skill in using different art materials.
<ul style="list-style-type: none"> Select and use tools and equipment with safety and confidence. 		<ul style="list-style-type: none"> Demonstrate to another student how to use a specific tool safely.
	<ul style="list-style-type: none"> Use vocabulary related to process and materials to describe method used to create a desired effect. 	<ul style="list-style-type: none"> Explain to another student or in writing the step by step procedure used to create own artwork. Record a process used with drawings or photographs that illustrate the sequence or steps involved. Label the illustrations.
	<ul style="list-style-type: none"> Use a variety of strategies to transform ideas into visual forms. 	<ul style="list-style-type: none"> Maintain a journal or sketchbook to record strategies used to convey ideas in visual form.
<ul style="list-style-type: none"> Use discoveries made from observation and experimentation to convey ideas in visual form. 		<ul style="list-style-type: none"> Review explorations and preliminary sketches and select appropriate media and process to achieve a desired effect. Produce and refine a work of art based upon a previous experience with a medium or process. Create images through technological manipulation.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

<i>Program</i> EXIT OUTCOMES		SAMPLE ASSESSMENT
Focus on Development and Growth	Focus on Attainment	
	<ul style="list-style-type: none"> Use a descriptive vocabulary to discuss the visual and tactile qualities in a work of art and interpret the meaning conveyed. 	<ul style="list-style-type: none"> Compare surface qualities of artworks created in clay, wood, metal, fiber, etc. and describe their differences (use rubbings, magnifying glasses or “feely bags”). Participate in oral discussions, games or written activities that require descriptive statements about selected artworks, e.g., aesthetic scanning, poetry, etc. Use peer-revision groups to self-assess or critique artwork created during class.
	<ul style="list-style-type: none"> Explain reasons for personal choices and reactions to art experiences. 	<ul style="list-style-type: none"> Participate in discussions or games that require personal choices and reactions to art experiences, e.g., simulations and token responses.
	<ul style="list-style-type: none"> Describe the elements of art and principles of organization in a work of art using a descriptive vocabulary.* 	<ul style="list-style-type: none"> Describe the elements of art and principles of organization in a work of art using a descriptive vocabulary.*
<ul style="list-style-type: none"> Display feelings of self-confidence and pride in their work. 		<ul style="list-style-type: none"> Select positive responses on self-assessment questionnaire or inventory about own performance. Select examples from own work to display-write or talk about why the particular selection was made.
<ul style="list-style-type: none"> Demonstrate acceptance of differing opinions and reactions regarding beauty in a work of art. 		<ul style="list-style-type: none"> Offer constructive feedback to classmates based on group interaction. Use technological media to supplement class discussion of an artist.

* Refer to appendix I for vocabulary.

ELEMENTARY ART OUTCOMES: K-5 Grade Level Sequence

I. COMPONENT: HISTORICAL, CULTURAL AND SOCIAL CONTEXTS

GOAL: To acquire knowledge of artists and their works from past and present societies. To become familiar with the diversity, similarity and unique qualities among visual art forms from different cultures and eras. To develop increasing awareness that learning about art is integrally connected to the educational process. As a result of participation in the elementary art program the student will:

CONTENT AREA	GRADES K-1 Outcomes	GRADES 2-3 Outcomes	GRADES 4-5 Outcomes	Focus on Growth and Development	Focus on Attainment
ARTISTS IN CULTURE AND SOCIETY	<ul style="list-style-type: none"> • Recognize common themes used by artists. 	<ul style="list-style-type: none"> • Recognize that artists make art for different purposes, e.g., decorative, utilitarian, expressive, spiritual. 	<ul style="list-style-type: none"> • Identify selected artworks representative of individual artists, different cultures and historical eras.* 		<ul style="list-style-type: none"> • Categorize selected artworks representative of different artists, cultures, and historical eras.*
	<ul style="list-style-type: none"> • Recognize broad categories of subject matter in artworks, e.g., landscape, still life, portrait. 	<ul style="list-style-type: none"> • Recognize the characteristics of different forms of art, e.g., sculpture, painting, ceramics. 	<ul style="list-style-type: none"> • Identify and discriminate between different styles and/or purposes of artworks, e.g., realistic, expressive and abstract. 	<ul style="list-style-type: none"> • Distinguish the style, subject and/or purpose of selected artworks by different artists from different cultures and societies.* 	
	<ul style="list-style-type: none"> • Explain what artists do. 	<ul style="list-style-type: none"> • Recognize the roles of artists within the Ann Arbor community. 	<ul style="list-style-type: none"> • Identify the purpose of art galleries, artist studios and public museums within a community. 		<ul style="list-style-type: none"> • Describe ways that people are involved in the visual arts within a society.
INTER-DISCIPLINARY CONNECTIONS	<ul style="list-style-type: none"> • Recognize that signs and visual symbols have been a form of communication throughout history. 	<ul style="list-style-type: none"> • Recognize ways visual art is connected to daily life. 	<ul style="list-style-type: none"> • Give examples of ways visual art is connected to music, language, mathematics, science and social studies. 	<ul style="list-style-type: none"> • Give examples of ways art skills are used in daily life. 	

* Refer to appendix I for vocabulary related to process and style, appendix II for list of artists and cultures, appendix III for descriptive words and appendix IV for materials and equipment.

II. COMPONENT: CREATING AND PRODUCING ART

GOAL: To acquire knowledge and skills for applying elements of art and principles of organization in both 2-D and 3-D artwork to communicate ideas in visual form. To demonstrate increasing physical and technical skills using a variety of art tools and materials. To develop confidence in their ability to creatively express ideas and feelings through art using a variety of processes. As a result of participation in the elementary art program the student will:

CONTENT AREA	GRADES K-1 Outcomes	GRADES 2-3 Outcomes	GRADES 4-5 Outcomes	Focus on Growth and Development	Focus on Attainment
ELEMENTS AND PRINCIPALS	<ul style="list-style-type: none"> Observe and identify the elements of art in own work. 	<ul style="list-style-type: none"> Recognize variations of the elements of art used in artwork. 	<ul style="list-style-type: none"> Use the elements of art and principles of organization in own artwork. 		<ul style="list-style-type: none"> Compose art utilizing variations of the elements of art and principles of organization to express feelings and convey ideas.
	<ul style="list-style-type: none"> Identify elements of art seen in the natural and built environment. 	<ul style="list-style-type: none"> Identify the elements of art and principals of organization seen in the natural and built environment. 	<ul style="list-style-type: none"> Apply the elements of art and principles of organization as seen in the natural and built environments to create artworks. 	<ul style="list-style-type: none"> Apply the elements of art and principles of organization seen in the natural and built environment to record and create artworks. 	
MEDIA SKILLS AND PROCESSES	<ul style="list-style-type: none"> Use physical skills to create images and forms with assigned materials. 	<ul style="list-style-type: none"> Select and experiment with a variety of art media. 	<ul style="list-style-type: none"> Select from a variety of art materials to achieve a desired affect. 	<ul style="list-style-type: none"> Select and use art materials with confidence to produce varying forms of art, e.g., drawings, prints, sculptures and so on. 	
	<ul style="list-style-type: none"> Practice safe ways to use tools, materials and equipment. 	<ul style="list-style-type: none"> Use tools and materials associated with media and process. 	<ul style="list-style-type: none"> Select and use tools and materials with safety and confidence. 	<ul style="list-style-type: none"> Select and use tools and equipment with safety and confidence. 	
		<ul style="list-style-type: none"> Use vocabulary related to materials and process.* 	<ul style="list-style-type: none"> Use vocabulary related to process and materials to describe method used to achieve a desired effect.* 		<ul style="list-style-type: none"> Use vocabulary related to process and materials to describe method used to achieve a desired effect.*
IMAGINATIVE AND CREATIVE APPLICATIONS	<ul style="list-style-type: none"> Use spontaneous and step-by-step processes to create artwork. 	<ul style="list-style-type: none"> Use spontaneous and multiple step processes to create artwork. 	<ul style="list-style-type: none"> Use a variety of strategies to transform ideas and feelings into visual forms. 		<ul style="list-style-type: none"> Use a variety of strategies to transform ideas and feelings into visual forms.
	<ul style="list-style-type: none"> Use imagination to create visual forms. 	<ul style="list-style-type: none"> Use observation skills and imagination to create visual forms. 	<ul style="list-style-type: none"> Use discoveries made in experimentation and observation as sources to create artwork. 	<ul style="list-style-type: none"> Use discoveries made from observation and experimentation to convey ideas in visual form. 	

*Refer to appendix I for vocabulary related to process and style, appendix II for list of artists and cultures, appendix III for descriptive words and appendix IV for materials and equipment.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

GOAL: To acquire knowledge, skills and attitudes to describe, analysis and interpret with an increasingly descriptive vocabulary. To associate the visual and tactile qualities in a work of art with the mood or feelings conveyed. To take a stand and give reason for personal choices and reactions to art. To value the creation of art as a form of personal expression in one's own work and the work of others. As a result of participation in the elementary art program the student will:

CONTENT AREA	GRADES K-1 Outcomes	GRADES 2-3 Outcomes	GRADES 4-5 Outcomes	Focus on Growth and Development	Focus on Attainment
CRITICAL ANALYSIS AND AESTHETIC RESPONSE	<ul style="list-style-type: none"> Describe the mood or feeling a specific artwork evokes. 	<ul style="list-style-type: none"> Discuss the use of materials, subject, theme and meaning conveyed in artwork. 	<ul style="list-style-type: none"> Use a descriptive vocabulary to discuss the visual and tactile qualities in a work of art and interpret the meaning conveyed.* 		<ul style="list-style-type: none"> Use a descriptive vocabulary to discuss the visual and tactile qualities in a work of art and interpret the meaning conveyed.*
		<ul style="list-style-type: none"> Identify the elements of art and principles of organization in a work of art using a descriptive vocabulary.* 	<ul style="list-style-type: none"> Describe the elements of art and principles of organization in a work using a descriptive vocabulary.* 		<ul style="list-style-type: none"> Describe the elements of art and principles of organization in a work using a descriptive vocabulary.*
	<ul style="list-style-type: none"> Share personal impressions about art experiences and creations to an audience. 	<ul style="list-style-type: none"> Explain the ideas and feelings conveyed in own artwork. 	<ul style="list-style-type: none"> Select personal favorites of well-known artwork and briefly explain reasons for personal choice. 		<ul style="list-style-type: none"> Explain reasons for personal choices and reactions to art experience.
	<ul style="list-style-type: none"> Display a feeling of pride in work. 	<ul style="list-style-type: none"> Display a feeling of success and pride in own work. 	<ul style="list-style-type: none"> Display feelings of self-confidence and pride in own work. 	<ul style="list-style-type: none"> Display feelings of self-confidence and pride in own work. 	
	<ul style="list-style-type: none"> Listen to other opinions and reactions regarding a work of art. 	<ul style="list-style-type: none"> Recognize that people respond to art in different ways. 	<ul style="list-style-type: none"> Demonstrate acceptance of differing opinions and reactions regarding a work of art. 	<ul style="list-style-type: none"> Demonstrate acceptance of differing opinions and reactions regarding beauty in a work of art. 	

*Refer to appendix I for vocabulary related to process and style, appendix II for list of artists and cultures, appendix III for descriptive words and appendix IV for materials and equipment.

ELEMENTARY ART OUTCOMES: Grades K - 1

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	Grades K – 1 OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY	<ul style="list-style-type: none"> Recognize common themes used by artists 		<ul style="list-style-type: none"> View and discuss common themes in art, e.g., playing in the park, families, self-portraits, water, land, animals. Discuss how a group of pictures are alike and different, e.g., all have circles, all have people, etc. 	<ul style="list-style-type: none"> Participate in games, searching for common themes.
	<ul style="list-style-type: none"> Recognize broad categories of subject matter in artworks e.g. landscape, still life, portrait. 		<ul style="list-style-type: none"> View and discuss subjects of artworks by several artists. 	<ul style="list-style-type: none"> Draw examples of specific subject categories.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Explain what artists do. 	<ul style="list-style-type: none"> Distinguish between an artist’s original work and art reproductions. View self as artist. Use works such as painter, sculptor. Discuss “thinking” like an artist. 	<ul style="list-style-type: none"> Use a reproductive method to show that there is a difference and similarity between original and copy. Give examples of what artists do.
	<ul style="list-style-type: none"> Recognize that signs and visual symbols have been a form of communication throughout history. 		<ul style="list-style-type: none"> Look at words, images and letters as symbols. Reproduce simple patterns for animals, birds, butterflies, fish. Look at artwork and discuss how artists make pictures for books or paint pictures about places they have visited or people they know. 	<ul style="list-style-type: none"> Make a sign for the school that tells about the particular building. Use straight and curved letters to make name pictures or word pictures.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Grades K – 1</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ELEMENTS AND PRINCIPLES		<ul style="list-style-type: none"> Observe and identify the elements of art in own work. 	<ul style="list-style-type: none"> Discuss how works are organized by pointing out the area of emphasis and areas of repetition. Make a pattern using different elements of art or principles of organization as shown. Name colors on a color wheel. Discuss color families. 	<ul style="list-style-type: none"> Reproduce elements of art and principles of organization used in some unique way. Point out certain elements of art and principles of organization in others and own artwork or environment. Use a photocopy of a reproduction to indicate (circle) areas of emphasis, repetition, etc.
	<ul style="list-style-type: none"> Identify elements of art seen in the natural and built environment. 		<ul style="list-style-type: none"> Look at photographs, artworks or actual objects and point out the patterns, lines, shapes, and colors seen. Look at signs and symbols from the environment and identify basic shapes and color usage. Make rubbings of rough and smooth textures in the environment. 	<ul style="list-style-type: none"> Point out lines, patterns, shapes and colors in objects from the natural and built environmental.

II. COMPONENT: CREATING AND PRODUCING ART (continued)

CONTENT AREA	<i>Grades K – 1</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Use physical skills to create images and forms with assigned materials. 	<ul style="list-style-type: none"> Use glue to place shapes on a surface. Mix browns, greens, oranges and purples. Manipulate clay into basic shapes. Cut and fold paper into new shapes. Make patterns by printing (stamping) objects in rows. Make patterns by tracing. 	<ul style="list-style-type: none"> Use fine and gross motor skills to create images and forms.
	<ul style="list-style-type: none"> Practice safe ways to use tools, materials and equipment. 		<ul style="list-style-type: none"> Integrate safe practices into daily routines. Identify tools (names, what it does, how to take care of it). 	<ul style="list-style-type: none"> Describe a specific tool and how to use it safely to another student.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Use imagination to create visual forms. 	<ul style="list-style-type: none"> Illustrate stories and poems, e.g., <u>The Hungry Caterpillar</u>. Use variations of dots and lines to create birds, fish. Create images to represent different sounds or visual music. Crumple paper and spatter paint to “find” images within a surface. 	<ul style="list-style-type: none"> Use imagination to illustrate or represent ideas in visual form. Use natural objects and art materials to make a diorama.
	<ul style="list-style-type: none"> Use spontaneous and step-by-step processes to create artwork. 		<ul style="list-style-type: none"> Use cut or torn paper to place shapes in front and background. Paint to music. Follow a step-by-step procedure for origami, paper weaving, printing or work in clay. 	<ul style="list-style-type: none"> Use spontaneous processes such as painting to music or free drawing to create artwork. Use step-by-step procedures such as paper weaving or repeated patterning to create artwork.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Grades K – 1</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Describe the mood or feeling a specific work evokes. 	<ul style="list-style-type: none"> Guess how artists felt about the subjects they portrayed. List words to describe moods or feelings. Group images by moods that are alike, e.g., dark, happy, funny. 	<ul style="list-style-type: none"> Tell how artists show feelings in their work.
		<ul style="list-style-type: none"> Share personal impressions about their art experiences and art creations to a greater audience. 	<ul style="list-style-type: none"> Choose artwork to display in the building. Tell how they feel about painting or working with clay. 	<ul style="list-style-type: none"> Dictate personal statements about a work of art or experience with art and display alongside the artwork.
	<ul style="list-style-type: none"> Display a feeling of pride in own work. 		<ul style="list-style-type: none"> Volunteer to talk about own work. Talk about why we sign and frame artwork. Make a card or gift for a special person. 	<ul style="list-style-type: none"> Volunteer to hang own artwork on the wall.
	<ul style="list-style-type: none"> Listen to other opinions and reactions regarding a work of art. 		<ul style="list-style-type: none"> Take turns listening to others and telling classmates about art. 	<ul style="list-style-type: none"> Listen to other opinions and reactions regarding a work of art.

ELEMENTARY ART OUTCOMES: Grades 2 – 3

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	Grades 2 – 3 OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Recognize that artists make art for different purposes, e.g., decorative, utilitarian, expressive, spiritual. 	<ul style="list-style-type: none"> Identify purpose of a certain artwork. Describe quality of a work of art (quality as in decorative, utilitarian, expressive, etc.). 	<ul style="list-style-type: none"> Participate in individual/group activity to identify purpose of artwork, e.g., token response, games to sort and classify, discussions, presentations to class, audio/video activities.
		<ul style="list-style-type: none"> Recognize the characteristics of different forms of art, e.g., sculpture, painting, ceramics. 	<ul style="list-style-type: none"> View examples of different forms of artwork. Note characteristics of paintings, sculptures, etc. 	<ul style="list-style-type: none"> Choose examples of paintings and sculptures from a group of artworks.
	<ul style="list-style-type: none"> Recognize the roles of artists within the Ann Arbor Community. 		<ul style="list-style-type: none"> Brainstorm a list of contributions from different time periods and people within Ann Arbor. Cite ways that artists are responsible for the design of a building. Take part in local field trips. 	<ul style="list-style-type: none"> Participate in group activity to identify roles of artists within the Ann Arbor community.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Recognize ways visual art is connected to daily life. 	<ul style="list-style-type: none"> Talk about ways that art is connected to daily life (from dinnerware to packaging). Make connections between art units and classroom studies. Observe and listen to guest artists (architects, local weavers and potters). Paint to music and discuss the expressive qualities of art and music. “What is rhythm?” 	<ul style="list-style-type: none"> Use photographs from various events, places and activities to talk about life in daily life, e.g., fashion design, architecture, advertising and/or design of household objects.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Grades 2 – 3</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ELEMENTS AND PRINCIPLES		<ul style="list-style-type: none"> Recognize variations of the elements of art used in artwork. 	<ul style="list-style-type: none"> Identify types of different lines, colors and shapes. Mix colors from a limited palette. 	<ul style="list-style-type: none"> Collect work in a portfolio that shows experimentation with different types of lines, colors and shapes.
	<ul style="list-style-type: none"> Identify elements of art and principles of organization seen in the natural and built environment. 		<ul style="list-style-type: none"> Identify patterns, symmetry, spiral forms, etc. that are evident in natural forms. View examples of how artists and designers use nature, e.g., spiral staircase, geodesic dome. 	<ul style="list-style-type: none"> Observe natural and human-made forms in our environment and point out similarities.
MEDIA SKILLS AND PROCESSES	<ul style="list-style-type: none"> Select and experiment with a variety of art media. 		<ul style="list-style-type: none"> Use materials such as oil pastel, paint, fiber, marker, chalk. 	<ul style="list-style-type: none"> Use varied materials to create independent work.
	<ul style="list-style-type: none"> Use tools and materials associated with media and processes. 		<ul style="list-style-type: none"> Work with a variety of materials and processes. 	<ul style="list-style-type: none"> Perform a specific process correctly: use tools properly.
	<ul style="list-style-type: none"> Use vocabulary related to media and process. 		<ul style="list-style-type: none"> Use names of tools and processes, e.g., print making, painting, brushes. 	<ul style="list-style-type: none"> Perform story board activity of process steps naming materials and process.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Use observation skills and imagination to create visual forms. 	<ul style="list-style-type: none"> Draw objects from memory or observation. Use imagination to combine or represent objects observed in a new way. 	<ul style="list-style-type: none"> Draw certain objects from memory, observation or imagination.
		<ul style="list-style-type: none"> Use spontaneous and multiple step processes to create artwork. 	<ul style="list-style-type: none"> Follow a step-by-step procedure according to teacher direction. Use assigned materials in limited time frame in spontaneous manner. 	<ul style="list-style-type: none"> Use planned and spontaneous approaches to create artwork. Discuss the steps used to create a specific work of art.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	Grades 2 – 3 OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Discuss the use of materials, subject, theme and meaning expressed in artwork. 	<ul style="list-style-type: none"> Participate in teacher lead explanation and examination of artwork. Play “Twenty Questions” to identify a known work of art using art vocabulary, e.g., Is it a portrait? Does the subject include animals? 	<ul style="list-style-type: none"> Participate in group activity to discuss the meaning conveyed in a work of art.
		<ul style="list-style-type: none"> Explain the ideas conveyed in own artwork. 	<ul style="list-style-type: none"> Use descriptive words when talking about own work.* 	<ul style="list-style-type: none"> Observe their artwork and share oral descriptions with others.
	<ul style="list-style-type: none"> Identify the elements of art and principles of organization in a work of art using a descriptive vocabulary.* 		<ul style="list-style-type: none"> Use a polar/pairs checklist to circle words that describe the elements of art and principles of organization in a work of art. Place descriptive word cards next to images that match, e.g., wavy lines, straight lines, bright colors, earth colors. 	<ul style="list-style-type: none"> Participate in group activity to describe elements of art and principles of organization in works of art.
	<ul style="list-style-type: none"> Display a feeling of success and pride in own work. 		<ul style="list-style-type: none"> Practice skill development noting areas of improvement or confidence. 	<ul style="list-style-type: none"> Observe own artwork displayed in the building.
	<ul style="list-style-type: none"> Recognize that people respond to art in different ways. 		<ul style="list-style-type: none"> Share opinions about a work of art. Be respectful of one another during class discussions and class work time. 	<ul style="list-style-type: none"> Listen to other people’s responses to art during discussions.

*Refer to appendix I for vocabulary related to process and style, appendix II for list of artists and cultures, appendix III for descriptive words and appendix IV for materials and equipment.

ELEMENTARY ART OUTCOMES: Grades 4 – 5

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	Grades 4 – 5 OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Identify selected artworks representative of individual artists, different cultures and historical eras.* 	<ul style="list-style-type: none"> Identify characteristics of works by different culture groups, e.g., Asian art equals simplicity, linear, nature. Talk about universal symbols in artwork from different parts of the world. Practice classification games such as “art lotto”, “art deck”, “art pack”, or “Where in the World”. Locate artists from different regions of the world on a map. 	<ul style="list-style-type: none"> Participate in group activities to categorize selected artworks, e.g., by culture, media, subject, region, era. Talk about the specific purpose of a work of art. Is it decorative, utilitarian, expressive, spiritual?
		<ul style="list-style-type: none"> Identify and discriminate between styles and/or purpose of art, e.g., realistic, expressive and abstract. 	<ul style="list-style-type: none"> Identify characteristics of a specific style of art. Select examples of a specific style of art. 	<ul style="list-style-type: none"> Participate in group activities to categorize selected artworks according to stylistic attributes. Create an exhibition of one style of artwork.
		<ul style="list-style-type: none"> Identify the purpose of galleries, artist studios and public museums within a community. 	<ul style="list-style-type: none"> Use drawings and writings to document a gallery, studio or museum visit. Discuss work by local artists, architects, graphic artists and designers. Observe and listen to visiting artists and docents. 	<ul style="list-style-type: none"> Participate in group activities to identify the purpose of galleries, artist studios and museums.

*Refer to appendix I for vocabulary related to process and style, appendix II for list of artists and cultures, appendix III for descriptive words and appendix IV for materials and equipment.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS (continued)

CONTENT AREA	<i>Grades 4 – 5</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
INTER-DISCIPLINARY CONNECTIONS	<ul style="list-style-type: none"> Give examples of ways art is connected to music, language, mathematics, science and social studies. 		<ul style="list-style-type: none"> Make up a story about people in famous paintings. Discuss paint mixing in relation to light and color. Identify vocabulary used in both art and math, e.g., angle, parallel, pattern. View and discuss artwork that depicts a historical/cultural event. Discuss the idea that sounds, like colors and lines, express ideas and feelings, e.g., Mondrian’s painting to music. 	<ul style="list-style-type: none"> Use examples from other areas of study to talk about the relationship art has to them.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Grades 4 – 5</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ELEMENTS AND PRINCIPLES		<ul style="list-style-type: none"> Use the elements of art and principles of organization in own work. 	<ul style="list-style-type: none"> Identify and use lines and shapes to convey different textures. Make a chart showing tints and shades of colors, kinds of lines, bright and dull or warm and cool colors. Repeat lines, shapes, colors, and textures to create rhythm. Identify and use geometric and organic shapes. Identify and use two types of balance, symmetrical and asymmetrical. 	<ul style="list-style-type: none"> Paint, draw or sculpt using selected elements of art and principles of organization.
	<ul style="list-style-type: none"> Apply the elements and principles of art as seen in the natural and built environment to create artworks. 		<ul style="list-style-type: none"> Identify and use different types of lines, colors and shapes found in (a) nature, (b) man-made objects and (c) objects such as buildings, structures, clothing, ornaments. Keep a short journal that describes the colors and shadows in a favorite setting at different times of the day. 	<ul style="list-style-type: none"> Record elements of art and principles of organization found in school or home environment in a sketchbook or journal.

II. COMPONENT: CREATING AND PRODUCING ART (continued)

CONTENT AREA	Grades 4 – 5 OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
MEDIA SKILLS AND PROCESSES	<ul style="list-style-type: none"> Select from a variety of art materials to achieve a desired effect.* 		<ul style="list-style-type: none"> Work with a variety of art materials and techniques, e.g., graphics, print making, ceramics, weaving and resist processes. Compare the effects of colored pencils, crayons, pastels, oil pastels, markers and pen and ink. 	<ul style="list-style-type: none"> Select materials to achieve a desired effect in two or three-dimensional works of art.
	<ul style="list-style-type: none"> Select and use tools and materials with safety and confidence. 		<ul style="list-style-type: none"> Practice with tools and materials to develop skills. Name specific tools such as rulers, needles, brayers, exacto knives, protectors and identify their use. 	<ul style="list-style-type: none"> Select and use tools and materials with safety and confidence. Demonstrate to another student how selected tools are used.
		<ul style="list-style-type: none"> Use vocabulary related to process and materials to describe method used to achieve a desired effect.* 	<ul style="list-style-type: none"> Use appropriate terms when working with tools and processes. Use checklist to identify process related to materials. 	<ul style="list-style-type: none"> Match tools with processes on a check sheet. Match art materials to visual examples displayed in the room. Match processes to visual examples in the room or museum.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Use a variety of strategies to transform ideas and feelings into visual form. 	<ul style="list-style-type: none"> Draw a specific object from observation. Draw from memory a specific object as directed by the teacher. Draw from imagination. 	<ul style="list-style-type: none"> Use art materials and composition skills to successfully communicate an ideal or feeling. Draw several variations of an ordinary household object making each one different from the rest.
	<ul style="list-style-type: none"> Use Discoveries made in experimentation and observation as sources to create artwork. 		<ul style="list-style-type: none"> Keep a journal or portfolio of ideas. Use viewfinders to examine media experiments to select ideas for further work. 	<ul style="list-style-type: none"> Produce a work of art based on a previous experience with a medium or process, such as paper making or ceramics.

*Refer to appendix I for vocabulary related to process and style, appendix II for list of artists and cultures, appendix III for descriptive words and appendix IV for materials and equipment.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	Grades 4 – 5 OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Use a descriptive vocabulary to discuss the visual and tactile qualities in a work of art and interpret the meaning conveyed.* 	<ul style="list-style-type: none"> Practice using a descriptive vocabulary when analyzing artwork produced by someone other than oneself.* 	<ul style="list-style-type: none"> Compare qualities of works created in different materials. Write a poem describing the mood of an artwork. Describe details of a specific painting, object by object, while classmates make drawings from the “dictation”.
		<ul style="list-style-type: none"> Select personal favorites of well-known artwork and briefly explain reasons for choice. 	<ul style="list-style-type: none"> Evaluate the merits of a work of art. 	<ul style="list-style-type: none"> Use a checklist to classify the elements of art and principles of organization in a specific work of art, e.g., polar/pairs checklist.
		<ul style="list-style-type: none"> Point out the elements of art and principles of organization in a work of art using a descriptive vocabulary. 	<ul style="list-style-type: none"> Identify the elements of art and principles of organization when talking about art processes and artworks. 	<ul style="list-style-type: none"> Make thumbnail sketches of the line, shapes, etc., in a work and describe what is seen.
	<ul style="list-style-type: none"> Display feelings of self-confidence and pride in work. 		<ul style="list-style-type: none"> Select “best” of own work and explain why, e.g., choose best print from an edition and explain why. 	<ul style="list-style-type: none"> Choose work from own portfolio to display and tell why this work makes them proud.
	<ul style="list-style-type: none"> Demonstrate acceptance of differing opinions and reactions regarding a work of art. 		<ul style="list-style-type: none"> Listen to other people’s opinions when discussing a work of art. Discuss concepts of beauty. 	<ul style="list-style-type: none"> Offer constructive feedback to classmates during critiques or studio time.

*Refer to appendix I for vocabulary related to process and style, appendix II for list of artists and cultures, appendix III for descriptive words and appendix IV for materials and equipment.