

K-6th Grades

Visual Arts

Kindergarten

- Explore the use of color
- Explore the use of line
- Explore the use of shape (regular and irregular)
- Explore the use of texture
- Explores form
- Explores the use of value (dark vs. light)
- Explores the use of space, background
- Explores the use of pattern
- Uses art tools safely and appropriately
- With directives, talks about a painting by an artist

First Grade

- Recognizes the three primary colors and secondary colors
- Practices using different types of line
- Practices using regular and irregular shapes
- Recognizes different textures
- Recognizes the difference between shape and form
- Recognizes the difference between tints and shades
- Recognizes the difference between shallow and deep space
- Is able to use the elements of design to create an image
- Uses pattern as surface decoration
- With directives, talks about a painting by an artist
- Uses art tools safely and appropriately

Second Grade

- Is able to use the primary colors to make the secondary colors
- Is able to use different line types
- Is able to use several different shapes in one composition
- Is able to site different examples of texture and use it creatively in a piece
- Can manipulate materials to show the difference between shape and form
- Is aware of the use of lighting in an artwork
- Is able to overlap objects to create the illusion of space on a picture plane
- Is able to use and discuss a planned pattern
- Is aware of balance in a work of art
- With directives, talks about a painting by an artist
- Uses art tools safely and appropriately

Third Grade

- Is able to use primary, secondary colors, warm and cool colors in a work
- Is able to use line to create movement in a work
- Is able to distinguish between positive and negative space
- Uses different values of one color
- Uses texture to enhance the surface quality of a piece
- Views a form from many angles and is aware of the curves, angles, and edges.
- Uses value to assist in the dimensionality of a piece of art
- Is able to use overlapping and size difference to show increased depth on the picture plane
- Is able to use repetition to create a sense of unity in a work of art
- Is able to site similarities and differences between two pieces of art
- Uses art tools safely and appropriately

Fourth Grade

- Is able to use the primary, secondary, and intermediate colors as well as complimentary colors
- Is able to use different lines to create variety in a work
- Is able to use geometric and organic shapes as contours in a work
- Is able to use simulated textures in a work of art
- Is able to create a three dimensional and two dimensional piece and be able to differentiate between the two
- Is able to use value change to create the illusion of roundness
- Uses overlapping, and size differences to show increased depth
- Is able to use repetition to create a sense of unity in a work of art
- Is able to discuss similarities and differences between two pieces of art
- Uses art tools safely and appropriately
- Grow in understanding of art history

Fifth Grade

- Is able to use the primary, secondary, and intermediate colors as well as complimentary colors, and color families.
- Is able to use variety in lines to depict movement and contour
- Is able to use positive and negative shapes
- Is able to use simulated textures in a work of art to emphasize actual texture
- Is able to create a three dimensional and two dimensional piece and be able to differentiate between the two
- Is able to use value change to create the illusion of roundness
- Uses overlapping, and size differences to show increased depth
- Is able to use repetition to create a sense of unity in a work of art
- Is able to discuss similarities and differences between two pieces of art

- Uses art tools safely and appropriately
- Grow in understanding of art history

Sixth Grade

- Is able to use the primary, secondary, and intermediate colors as well as complimentary colors
- Is aware of the color families and color harmony
- Continued use of different lines to create variety in a work
- Is able to use geometric and organic shapes as contours in a work
- Is able to use simulated textures in a work of art to create added interest
- Is able to create a three dimensional and two dimensional piece and be able to differentiate between the two
- Is able to use value change to create the illusion of roundness and depth
- Uses overlapping, and size differences and grades of color to show increased depth
- Is able to use repetition to create a sense of unity, rhythm, and movement in a work of art
- Is able to discuss similarities and differences between two pieces of art
- Uses art tools safely and appropriately
- Grow in understanding of art history

Visual Art

Goal 25

Know the Language of the Arts

I can talk about visual art

25 A. 1d

I can talk about an artwork and describe what I see in the piece.

25 A. 2d

I can talk about the parts of art. I can describe how I feel when I look at it.

25 B.1

I can identify patterns and moods in art.

25 B.2

I can identify how the parts of art work together to make a complete image.

Goal 26

Through creating, I understand how artwork is produced.

I know how artwork is made.

26A. 1e	I can use tools to make artwork in a safe and responsible way.
26 A 2e	I can tell what tool is used to create an image.
26 A 2f	I can tell how different types of artwork is made.
26 B 1d	I can make two- dimensional and three- dimensional artwork using my imagination.
26 B 2d	I can create an image by using the tools of art and by problem solving, drawing, looking at objects, and building things.