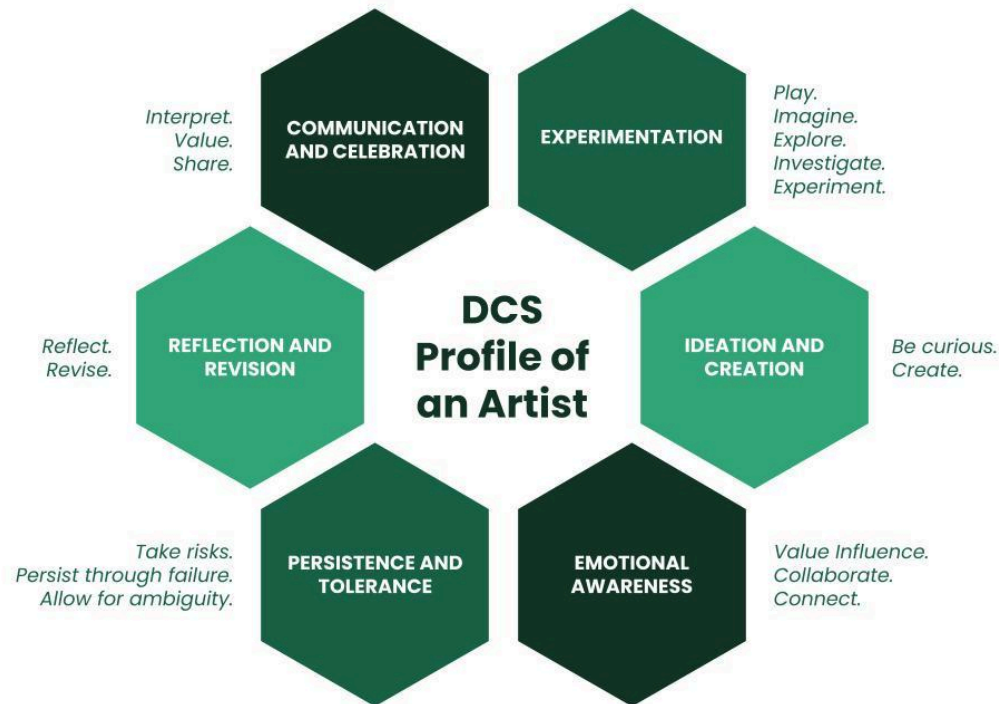




Dublin City Schools  
Visual Arts Education– Kindergarten  
Graded Course of Study  
2026

**Dublin City Schools**  
**K-12 Visual Arts Education Graded Course of Study**



DCS Profile of an Artist is a circular infographic featuring a central title surrounded by six green hexagons. Each hexagon contains a core artistic competency, paired with specific characteristics:

- **Communication and Celebration:** Interpret, Value, Share.
- **Experimentation:** Play, Imagine, Explore, Investigate, Experiment.
- **Ideation and Creation:** Be curious, Create.
- **Emotional Awareness:** Value Influence, Collaborate, Connect.
- **Persistence and Tolerance:** Take risks, Persist through failure, Allow for ambiguity.
- **Reflection and Revision:** Reflect, Revise.

**Dublin City Schools**  
**K-12 Visual Arts Education Graded Course of Study**

**Visual Arts K-12 Vision**

In Dublin City Schools, we believe that visual arts learning is essential for all students. Through art, learners engage both sides of the brain, strengthening their ability to problem-solve, imagine, and create. The artistic process develops technical proficiency, critical thinking, and confidence while also nurturing empathy and inclusion through shared creative experiences.

DCS Visual Arts is committed to cultivating the dispositions of an artist by providing space for:

- Experimentation, Play as process, and Imagination – explore new ideas, materials, and approaches.
- Ideation & Creation – develop and refine concepts into artistic works.
- Emotional Awareness – express, process, and understand feelings through art.
- Persistence & Tolerance for Ambiguity – embrace challenges, failure, and uncertainty as part of growth.
- Skill Development – refine craft and achieve technical proficiency across artistic domains.
- Reflection & Revision – interpret, analyze, and improve work.
- Communication & Celebration – collaborate with peers and teachers to broaden perspectives and enrich artistic practice.

Through these practices, students in Dublin City Schools will develop the capacity to think and create like artists in all contexts. Cultivating artistic literacy equips learners with creativity, confidence, and critical reasoning, preparing them to thrive in an interconnected world.

**K-12 Enduring Understandings**

**Creating:** Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

**Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.

**Connecting:** Artists understand and communicate the value of creative expressions in internal and external contexts.

**Dublin City Schools**  
**K-12 Visual Arts Education Graded Course of Study**

**KINDERGARTEN**

**PLAY, IMAGINATION, & EXPERIMENTATION**

- Artists engage in play with intense focus and take seriously the resulting creative processes and products.
- Artists can articulate why play is important and can share their thinking involved.
- Artists value demonstrating understanding through various media and experiment with a variety of media when pursuing a project.
- Artists drive their own exploration of new media, seeking out mentors and guidance for technical support.

|                   |                                                                                                                                                               |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creating</b>   | <i>Conceive and Develop ideas.</i>                                                                                                                            |
|                   | <b>K.1CR</b> Explore environments and experiences to generate original art-making ideas.<br><b>K.2CR</b> Engage in self-directed play with various materials. |
| <b>Performing</b> | <i>Materialize and produce work.</i>                                                                                                                          |
|                   | <b>K.2PE</b> Explore a variety of materials and tools to create works of art.                                                                                 |

**PERSISTENCE THROUGH FAILURE AND TOLERANCE FOR AMBIGUITY**

- Artists will take thoughtful risks. Art is not a recipe and artists figure out possibilities.
- Artists are open to more than one interpretation.
- Artists see challenges as opportunities for growth.

|                   |                                                            |
|-------------------|------------------------------------------------------------|
| <b>Performing</b> | <i>Materialize and produce work.</i>                       |
|                   | <b>K.1PE</b> Demonstrate willingness to try new processes. |
| <b>Connecting</b> | <i>Relate to Personal and External Contexts</i>            |

**Dublin City Schools**  
**K-12 Visual Arts Education Graded Course of Study**

|  |                                                                                               |
|--|-----------------------------------------------------------------------------------------------|
|  | <b>K.3CO</b> Share personal responses to works of art and acknowledge the opinions of others. |
|--|-----------------------------------------------------------------------------------------------|

**REFLECTION AND REVISION**

- Artists value time, reflection, and revision as necessary aspects of deepening learning.
- Artists develop a mindset for in-depth and evolving exploration of a topic.
- The processes, not only products, of learning and creativity are showcased and discussed in order to deepen learning.

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| <b>Performing</b> | <i>Materialize and produce work.</i>                                        |
|                   | <b>K.2CR</b> Engage in self-directed play with various materials.           |
| <b>Responding</b> | <i>Understand and evaluate meaning.</i>                                     |
|                   | <b>K.2RE</b> Describe processes used to make art.                           |
|                   | <b>K.3RE</b> Observe and describe works of art.                             |
| <b>Connecting</b> | <i>Relate to personal and external contexts.</i>                            |
|                   | <b>K.2CO</b> Consider and discuss why people create and enjoy works of art. |

**IDEA GENERATION AND CURIOSITY**

- Artists use the language of idea generation and development, including conditional language and “what if…” to spark imagination and refine ideas.
- Artists apply critical thinking skills to evaluate their ideas and are flexible in choosing and adapting them.
- Artists understand the value of idea fluency, flexibility, originality, and elaboration to thinking and creativity, and to developing and realizing their vision.

|                 |                                    |
|-----------------|------------------------------------|
| <b>Creating</b> | <i>Conceive and Develop ideas.</i> |
|-----------------|------------------------------------|

**Dublin City Schools**  
**K-12 Visual Arts Education Graded Course of Study**

|                   |                                                                                                                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <b>K.1CR</b> Explore environments and experiences to generate original art-making ideas.<br><b>K.2CR</b> Engage in self-directed play with various materials.<br><b>K.3CR</b> Discover how the elements of art can be used in art making. |
| <b>Performing</b> | <i>Materialize and produce work.</i>                                                                                                                                                                                                      |
|                   | <b>K.1PE</b> Demonstrate willingness to try new processes.<br><b>K.2PE</b> Explore a variety of materials and tools to create works of art.<br><b>K.3PE</b> Communicate an idea using the elements of art.                                |

**VALUING INFLUENCE AND COLLABORATION**

- Artists see one another as “critical friends,” each helping the other to refine ideas and create to the best of their abilities.
- Artists soak up ideas from other people and from the world, and integrate inspiration and feedback in ways that are their own.
- Artists reflect how their ideas have evolved in response to feedback and others’ work, and are encouraged to articulate it.

|                   |                                                                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creating</b>   | <i>Conceive and Develop ideas.</i>                                                                                                                                             |
|                   | <b>K.1CR</b> Explore environments and experiences to generate original art-making ideas.                                                                                       |
| <b>Connecting</b> | <i>Relate to personal and external contexts.</i>                                                                                                                               |
|                   | <b>K.1CO</b> Connect ideas, stories and personal experiences to works of art.<br><b>K.3CO</b> Share personal responses to works of art and acknowledge the opinions of others. |

**COMMUNICATION AND CELEBRATION**

- Artists communicate ideas, emotions, questions and solutions in a variety of ways.
- Artists make connections between seemingly unrelated ideas and communicate these connections with purpose and intent.

**Dublin City Schools**  
**K-12 Visual Arts Education Graded Course of Study**

|                                                                                                                                                                                                                                                                                |                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Artists celebrate the creative process by making their thinking visible to an audience. Making artwork visible to others celebrates the ability of art to inspire change, evoke an emotional response, and form connections.</li> </ul> |                                                                                                                                                                                |
| <b>Performing</b>                                                                                                                                                                                                                                                              | <i>Materialize and Present Work</i>                                                                                                                                            |
|                                                                                                                                                                                                                                                                                | <b>K.3PE</b> Communicate an idea using the elements of art.                                                                                                                    |
| <b>Connecting</b>                                                                                                                                                                                                                                                              | <i>Relate to personal and external contexts.</i>                                                                                                                               |
|                                                                                                                                                                                                                                                                                | <b>K.1CO</b> Connect ideas, stories and personal experiences to works of art.<br><b>K.3CO</b> Share personal responses to works of art and acknowledge the opinions of others. |
| <b>Responding</b>                                                                                                                                                                                                                                                              | <i>Understand and Evaluate Meaning</i>                                                                                                                                         |
|                                                                                                                                                                                                                                                                                | <b>K.1RE</b> Use visual art vocabulary to distinguish between art forms.                                                                                                       |