

# Pre-kindergarten

Visual and Performing Arts: Visual Arts Content Standards.

---

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel.
- 1.2 Identify colors by name.
- 1.3 Name and describe objects by color and relative size.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

### Skills, Processes, Materials, and Tools

- 2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks).
- 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.
- 2.3 Experiment with colors through the use of a variety of drawing materials and paints.

### Communication and Expression Through Original Works of Art

- 2.4 Create a self-portrait.
- 2.5 Create a picture of a person.
- 2.6 Use colors to draw or paint a picture of everyday objects.

- 2.7 Create a three-dimensional form.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### **Role and Development of the Visual Arts**

- 3.1 Identify art observed in daily life.
- 3.2 Describe pictorial objects that appear in works of art.

#### **Diversity of the Visual Arts**

- 3.3 Discuss art objects from various places and times.

### **4.0 AESTHETIC VALUING**

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

#### **Derive Meaning**

- 4.1 Discuss what is seen in works of art.
- 4.2 Ask questions about works of art.

#### **Make Informed Judgments**

- 4.3 Discuss what they like about their own works of art.
- 4.4 Select works of art by others and tell what they like about them.

### **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management

of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

### **Connections and Applications**

- 5.1 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs. 5.2 Name colors and draw an object, using the colors (e.g., red balloon, green leaf, brown dog, yellow sun).

### **Visual Literacy**

- 5.3 Identify images of self, friends, and family (including snapshots and the students own works of art).

### **Careers and Career-Related Skills**

- 5.4 Discuss how art is used to illustrate stories.

# Kindergarten

Visual and Performing Arts: Visual Arts Content Standards.

---

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Recognize and describe simple patterns found in the environment and works of art.
- 1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.

### Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

### Skills, Processes, Materials, and Tools

- 2.1 Use lines, shapes/forms, and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
- 2.3 Make a collage with cut or torn paper shapes/forms.

### Communication and Expression Through Original Works of Art

- 2.4 Paint pictures expressing ideas about family and neighborhood.
- 2.5 Use lines in drawings and paintings to express feelings.
- 2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
- 2.7 Create a three-dimensional form, such as a real or imaginary animal.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### **Role and Development of the Visual Arts**

- 3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
- 3.2 Identify and describe works of art that show people doing things together.

#### **Diversity of the Visual Arts**

- 3.3 Look at and discuss works of art from a variety of times and places.

### **4.0 AESTHETIC VALUING**

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

#### **Derive Meaning**

- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

#### **Make Informed Judgments**

- 4.3 Discuss how and why they made a specific work of art.
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

### **Connections and Applications**

- 5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.
- 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

### **Visual Literacy**

- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

### **Careers and Career-Related Skills**

- 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.