

Kindergarten-2nd Grade

Visual Arts Curriculum Objectives

CREATE: <i>Imagine and develop artistic ideas and work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Experiment with various art materials independently and collaboratively. (K, 1, 2) <ul style="list-style-type: none"> ○ Ex: pencil, crayons, water based markers, chalk, tempera, tempera-cakes, watercolor, sponges, stamps, paper, glue, play dough, yarn and found objects. ● Explore different topics in art. (1, 2) <ul style="list-style-type: none"> ○ Ex: personal interests, cultural celebrations, cross-curriculum topics, natural and constructed environments ● Experiment with various types of art-making. (K, 1, 2) <ul style="list-style-type: none"> ○ Ex; drawing, painting, printmaking, mixed-media and sculpture ● Engage in collaborative art-making projects. (K, 1, 2) ● Use safe practices with art materials, tools, and equipment. (K, 1, 2) ● Discuss the process of creating personal artwork. (K, 1, 2) 	<p>Cr1a-K,1, 2 Cr1b-K 1, 2 Cr2a-K, 1, 2 Cr2b-K, 1, 2 Cr2c-K, 1, 2 Cr3a-K, 1, 2</p>
PRESENT: <i>Interpret and share artistic work.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Identify and explain why people save and display art. (K, 1) ● Discuss various ways to keep art safe and organized. (K, 1, 2) <ul style="list-style-type: none"> ○ Ex: folder, portfolio, displaying on wall ● Identify where art is displayed both inside and outside school. (2) ● Explain what an art museum is and identify the roles and responsibilities of people who work in and visit museums and other art venues. (K, 1, 2) 	<p>P4a-K, 1, 2 P5a-K, 1, 2 P6a-K, 1, 2</p>
RESPOND: <i>Understand and evaluate how the arts convey meaning.</i>	Standards
<p>Students will:</p> <ul style="list-style-type: none"> ● Identify various types of art. (K, 1) <ul style="list-style-type: none"> ○ Ex: drawing, painting, printmaking, sculpture, etc. ● Describe the subject matter of art using art vocabulary. (K, 1, 2) <ul style="list-style-type: none"> ○ Ex: line, color, value, shape, form, texture and space ● Compare images based on subject matter and expressive properties. (1, 2) ● Explain reasons for selecting a preferred artwork. (K) ● Interpret art by identifying the mood and expressive properties. (1, 2) 	<p>R7a-K, 1, 2 R7b-K, 1, 2 R8a-K, 1, 2 R9a-K, 1, 2</p>
CONNECT: <i>Relate artistic ideas and work personal meaning and external context.</i>	Standards
<p>Students will</p> <ul style="list-style-type: none"> ● Create art that tells a story about a personal event at home, school, community or a cultural experience. (K, 1, 2) ● Identify a variety of reasons people make art. (K, 1, 2) ● Compare cultural uses of artwork from different times periods and places. (K, 1, 2) 	<p>Co10a-K, 1, 2 Co11a-K, 1, 2</p>

Kindergarten Visual Arts Standards: Create

Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

Anchor Standard #1: Generate and conceptualize artistic ideas and work.					
Enduring Understandings: Creative and innovative thinking are essential life skills to be developed.					
Essential Questions:					
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking? • What encourages people to take creative risks? • How does collaboration expand the creative process? • How does knowing the context histories, and traditions of art forms help us create works of art and design? 					
Grade Level Standards:					
1a-K: Engage in exploration and imaginative use of material (example: cause and effect).					
1b-K: Engage collaboratively in creative art making in response to an artistic problem.					
Anchor Standard #2: Organize and develop artistic ideas and work.					
Enduring Understandings: Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.					
Essential Questions:					
<ul style="list-style-type: none"> • How do artists/designers work and reflect on the direction of their work? • How do artists/designers learn from trial and error? • What responsibilities come with the freedom to create? • How do objects, artifacts, places, and design shape lives and communities? 					
Grade Level Standards:					
2a-K: Using experimentation, build skills in various media and approaches to art-making.					
2b-K: Observe safe practices with art materials, tools, and equipment.					
2c-K: Create art that represents natural and constructed environments.					
Anchor Standard #3: Refine and complete artistic work.					
Enduring Understandings: Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.					
Essential Questions:					
<ul style="list-style-type: none"> • What role does perseverance play in revising, refining, and developing work? • Considering art forms and careers, how do artists/designers grow and become accomplished? • How do artists/designers create works of art or design that communicate effectively? 					
Grade Level Standard:					
3a-K: Explain the process and/or subject matter of personal artwork.					
Crosswalk Standards					
Reading Standards for Literature	Reading Standards for Informational Text	Speaking and Listening	Science	Alaska Cultural Standards	Writing
RL.K.6, RL.K.7	RI.K.6, RI.K.7	SL.K.5	K2ETS.1-2	KG2	W.K.1, W.K.2, W.K.3

Kindergarten Visual Arts Standards: Present

Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.		
Enduring Understanding: Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.		
Essential Questions:		
<ul style="list-style-type: none"> • Why do people value objects, artifacts and fine artworks, and select them for presentation? • What criteria, methods and processes are used to select work for preservation or presentation? • How are artworks cared for, and by whom? 		
Grade Level Standard:		
4a-K: Identify reasons for saving and displaying objects, artifacts, and artwork.		
Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production.		
Enduring Understanding: Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.		
Essential Questions:		
<ul style="list-style-type: none"> • What does the role of revision play in creating artwork? • What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection? 		
Grade Level Standard:		
5a-K: Explain why artists and others keep art, and what they might do to keep it safe (such as a folder, portfolio, on the wall).		
Anchor Standard 6: Perform, present, and/or produce artistic work.		
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.		
Essential Questions:		
<ul style="list-style-type: none"> • What is the purpose of exhibiting art? • How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences? 		
Grade Level Standard:		
6a-K: Explain what an art museum is; distinguish how it is different from other buildings.		
Crosswalk Standards		
<u>Speaking and Listening</u>	<u>Alaska Cultural Standards</u>	<u>Writing</u>
SL.K.5	KGC1	W.K.1, W.K.2, W.K.3

Kindergarten Visual Arts Standards: Respond

Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

Anchor Standard 7: Recognize and analyze artistic work, including those from diverse cultural tradition.				
Enduring Understanding: Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world and constructed environments. Art/design and images influence understanding of and responses to the world.				
Essential Questions:				
<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we interpret the world? • What can we learn from our responses to art? 				
Grade Level Standards:				
7a-K: Identify various types (such as drawing, painting, sculpture, architecture, etc.) of art.				
7b-K: Describe what an image represents.				
Anchor Standard 8: Interpret intent and meaning in artistic work				
Enduring Understanding: People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.				
Essential Questions:				
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer “read” a work of art as text? • How does learning and using art vocabulary help us understand and interpret works of art? 				
Grade Level Standard:				
8a-K: Interpret art by identifying subject matter and describing relevant details.				
Anchor Standard 9: Apply criteria to evaluate artistic work				
Enduring Understanding: People evaluate art based on varied criteria.				
Essential Questions:				
<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? • How can people appreciate and respect a work of art aside from personal preference? • How does collaboratively reflection on artwork help us experience it more completely? 				
Grade Level Standard:				
9a-K: Explain reasons for selecting a preferred artwork.				
Crosswalk Standards				
<u>Reading Standards for Informational Text</u>	<u>Speaking and Listening</u>	<u>Alaska Cultural Standards</u>	<u>Science</u>	<u>Writing</u>
RI.1.6, RI.1.7, RI.2.3, RI.2.7	SL.K.4, SL.K.6	K-H-1	K2ETS1-1	W.K.5

Kindergarten Visual Art Standards: Connect

Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.				
Enduring Understanding: Participation in the arts encourages people to connect experiences to construct meaning.				
Essential Questions:				
<ul style="list-style-type: none"> • How does participating in and with art enrich people’s lives and raise awareness of community and environment? 				
Grade Level Standard:				
10a-K: Create art that tells a story about a personal or cultural experience.				
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
Enduring Understanding: People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.				
Essential Questions:				
<ul style="list-style-type: none"> • How does art help us understand the lives of people of different times, places, and cultures? • How is art used to impact the views of a society? • How does art influence, enhance, and preserve aspects of life? 				
Grade Level Standard:				
11a-K: Identify a purpose for an artwork.				
Crosswalk Standards				
<u>Reading Standards for Literature</u>	<u>Speaking and Listening</u>	<u>Alaska Cultural Standards</u>	<u>Science</u>	<u>Writing</u>
RL.K.2, RL.K.10	SL.K.4	K-C-5	KLS-2	W.K.1