

Georgia Performance Standards

Fine Arts

Grades K-5 Visual Arts Introduction

Art is an integral part of the total elementary school curriculum, recognized by National Standards to be part of the core of quality education. All children in grades K-5 should receive regularly scheduled art instruction taught by certified visual arts specialists.

Art is an important means of self-expression. The Georgia Performance Standards for Visual Art builds opportunities for children to develop innate sensibilities through making and studying art. As students are guided through visual, tactile, and manipulative art experiences, they build important mental constructs. The standards guide development of the students' technical abilities and higher-order thinking skills. This sequenced, developmentally appropriate set of standards for elementary art has been designed to develop aesthetic understanding, creative thinking, perceptual awareness, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

The Visual Arts Skills Matrix provided with these standards lists skills, techniques, and materials that should be integrated into content as appropriate (rather than taught separately).

A well-constructed elementary art program will ensure that the students will understand the following:

- Imagination is important.
- There may be more than one answer to a question and more than one solution to a problem.
- Answers to a question need not be identical.
- Intrinsic satisfaction matters.
- Flexibility of thought is critical throughout the course of one's work.
- Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

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KINDERGARTEN

VISUAL ARTS

Children enter kindergarten with a wide variety of life experiences and abilities. A broad range of artistic experiences helps kindergarten students develop fine motor skills, conceptual understanding, and idea building.

Drawing is a natural inclination that precedes the development of writing. The drawing abilities of kindergarteners range from organized scribbles to symbolic representations of the world around them. As kindergarten students begin to explore visual representation, they develop personalized schema to portray subjects that are personally significant such as self, family, animals, and familiar objects. Kindergarten students also explore ideas, stories, and fantasy through drawing.

Kindergarten students need opportunities to develop ideas, express imagination, and explore a variety of media and techniques. Students enjoy sharing stories about their artistic creations and often embellish details in the telling. Learning to participate as an exhibiting artist-presenter and as a respectful audience member becomes the basis for the development of the critique process.

The visual arts provide natural connections for kindergarten students to explore many concepts from other academic disciplines. Development of a basic understanding of the elements of art—color, line, shape, space, and texture—provides a sensory foundation for vocabulary development and scaffolding other learning concepts.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 &3). The student develops creativity, critical-thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through mapping, diagrams, journal-keeping, brain-storming lists, project development and conversations.

VAKMC.1 Engages in the creative process to generate and visualize ideas.

- a. Participates in group brainstorming activity to generate ideas.
- b. Verbally expresses individual ideas, thoughts, and feelings.

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VAKMC.2 Formulates personal responses.

- a. Generates visual images by manipulating art materials.
- b. Mentally recalls and produces visual images (e.g., people, places, animals, things, locations, events, actions) using a variety of art materials.
- c. Makes connections between visual images and personal experiences.
- d. Expresses individual ideas, thoughts, and feelings through drawing.

VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

- a. Uses pictures to tell a story.
- b. Understands that symbols can convey different kinds of meaning.
- c. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures, and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

- a. Recognizes self as an artist.
- b. Identifies artists in his/her community.
- c. Understands own ideas as unique to him/her.

VAKCU.2 Views and discusses selected artworks.

- a. Talks about artworks of significant artists that have recognizable subjects and themes.
- b. Discusses art from a variety of world cultures.
- c. Recognizes the unique contributions of Georgia artists and art forms.
- d. Points out clues in selected artworks that determine time and place.

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PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes developing basic skills and increasing confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student begins to relate process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.

VAKPR.1 Creates artworks based on personal experience and selected themes.

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
- c. Combines materials in new and inventive ways to make a finished work of art.

VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Attempts to fill the space in an art composition.
- b. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
- c. Draws a variety of lines (e.g., straight, curved, angled, broken, thick, and thin) and shapes (e.g., geometric, organic/free form shapes).
- d. Creates lines with a variety of media and art tools (e.g., pencils, crayons, scissors, paint brushes, found objects).
- e. Creates paintings with a variety of media (e.g., finger-paint, tempera, watercolor).
- f. Uses color to express thoughts, feelings, and ideas.
- g. Mixes colors to make new colors.
- h. Explores printmaking using a variety of stamping techniques. (e.g., thumbprints, cardboard, sponge, found objects)
- i. Uses an awareness of pattern and texture to create a print.
- j. Develops manual dexterity through craft techniques (e.g., collage, stitchery, weaving)

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- VAKPR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
- Makes pots and/or forms using pinch construction.
 - Incorporates texture into a design.
 - Employs simple construction techniques.
 - Recognizes form as not flat.
 - Demonstrates that shapes can be put together to make new shapes or forms.
 - Creates composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object, sculpture, jewelry).
- VAKPR.4 Participates in appropriate exhibition(s) of artworks.
- Develops title for finished work.
 - Views and discusses displayed artwork.

ASSESSMENT and REFLECTION

The student critiques works of art while reflecting upon and assessing the characteristics and merits of his or her artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

- VAKAR.1 Discusses his or her own artwork and the artwork of others.
- Shows an interest in art.
 - Describes his or her artwork, revealing media subject and story.
 - Compares and contrasts artworks based on subject, theme, and/or elements.
 - Expresses preference for one of two or three artworks (reproductions).
 - Uses art terms with emphasis on the elements of art: space, line, shape, form, color, value, texture.
 - Identifies and names lines (e.g., straight, curved, broken, zigzag, spiral, scalloped, thick and thin).
 - Recognizes organic shapes and names geometric shapes.
 - Correctly names colors.
 - Lists primary colors.
 - Names geometric forms (e.g., spheres, cubes).
 - Identifies relationships of placement in space (e.g., beside/overlapping, above/below, close/far, right/left, top/bottom, front/back, over/under).
 - Identifies space as empty or crowded.
 - Identifies texture as the way something feels.

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- n. Names a variety of textures (e. g., smooth, rough, hard, soft).
- o. Identifies how elements of art communicate specific feeling.
- p. Describes how repeated colors, lines, shapes, forms, or textures make pattern in an artwork.

VAKAR.2 Utilizes a variety of approaches to understand and critique works of art.

- a. Poses questions and gathers information from works of art.
- b. Reads meaning through interpretation of ideas, thoughts and feelings expressed in artwork.
- c. Connects life experience to artwork.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e. g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology into his or her artwork).

VAKC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Explores universal concepts (e. g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e. g., self, family, community, world).

VAKC.2 Develops life skills through the study and production of art.

- a. Understands learning goals for artwork and evaluates when goals are met.
- b. Adapts to change.