

# 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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### GRADE 1

### VISUAL ARTS

By first grade, most children have developed a collection of symbols for objects in their environment such as a person, house, or tree. These symbols are highly individualized since they are the result of personal development. Children's symbols are unique and represent conceptual understanding rather than direct observation of their world.

#### 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 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 diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA1MC.1 Engages in the creative process to generate and visualize ideas.

- a. Recognizes and discusses how visual images can have multiple meanings.
- b. Generates multiple visual images.

VA1MC.2 Formulates personal responses.

- a. Makes connections between visual images and personal experiences.
- b. Expresses individual ideas, thoughts, and feelings through drawing.
- c. Explores how meaning can change when images are revised.

VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

- a. Describes subjects in art works such as animals, people, places, and things.
- b. Examines common subjects and themes in selected artworks from own and other cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.
- c. Understands that symbols and the qualities found in the elements of art (e.g., shapes and colors) can convey different kinds of meaning.
- d. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

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### 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.

- VA1CU.1 Identifies artists as creative thinkers who make art and share ideas.
- Recognizes ways that artists are involved in communities (e.g., architects, painters, photographers, interior designers, educators, museum docents).
  - Recognizes and associates selected artists with their individual works.
- VA1CU.2 Views and discusses selected artworks.
- Names subject and theme.
  - Describes time and place.
  - Identifies artist and culture.

### PRODUCTION

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

Experiencing the role of the artist, each student applies media, techniques, and processes in order to develop basic skills and increase 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 communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital art media techniques. The student should be engaged in well-rounded studio art experiences.

- VA1PR.1 Creates artworks based on personal experience and selected themes.
- Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
  - Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).
  - Creates art works that attempt to fill the space of art composition.
  - Makes choices in developing art compositions.
  - Combines materials in new and inventive ways to make a finished work of art.

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- VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
- Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
  - Identifies lines and shapes in order to draw an object.
  - Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).
  - Mixes two primary colors to make a secondary color.
  - Creates prints using a variety of stamping techniques (e.g., thumbprints, cardboard, sponges, found objects).
  - Uses an awareness of shape, pattern, and texture to create a variety of print art.
  - Develops manual dexterity through craft techniques (e.g., collage, stitchery, weaving).
- VA1PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
- Uses clay techniques to create forms (e.g., modeling, rolling, pinching).
  - Incorporates texture into ceramic artwork.
  - Uses an awareness of form, pattern, and texture.
  - Creates 3-dimensional composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object assemblage, jewelry).
- VA1PR.4 Participates in appropriate exhibition(s) of artworks.
- Assigns a title that describes his or her finished work of art.
  - Signs a finished work of art.

### ASSESSMENT and REFLECTION

The student critiques works of art, 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 as well as the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

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VA1AR.1 Discusses his or her artwork and the artwork of others.

- a. Shows an interest in art.
- b. Demonstrates a respect for art forms and art objects.
- c. Describes own artwork, revealing subject matter and story.
- d. Expresses feelings in response to examining artworks.
- e. Identifies and compares specific elements and principles of art and how these contribute to communicating specific feelings.
- f. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.
- g. Identifies lines as outlines or edges of shapes and forms.
- h. Recognizes how media and techniques affect line qualities.
- i. Differentiates between geometric shapes and organic shapes.
- j. Identifies primary colors and secondary colors on the color wheel.
- k. Names geometric forms (e.g., spheres, cubes, cylinders, cones, rectangular prisms).
- l. Recognizes that forms have different sides and occupy space.
- m. Observes and identifies positive and negative space.
- n. Identifies texture by feel and sight.
- o. Names and describes a variety of textures by feel and by sight.
- p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.

VA1AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Examines two artworks identifying similarities and differences.
- b. Expresses and explains preference for one of two or three artworks.

### 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).

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VA1C.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).

VA1C.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.