

# Visual Arts & Design: Grades K, 1, 2

Adopted 2010

**Creative Processes – Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.**

- VAD1 (K-2)-1. Students demonstrate knowledge and application of Visual Art and Design concepts by... VAD1 (K-2)-1**
- a. identifying and exploring basic VAD concepts: line, shape, form, texture, color, pattern, and contrast
  - b. experimenting with a variety of strategies and techniques to address artistic problems (e.g., "What colors will I use to make a cloudy sky?")
  - c. exploring visual representation based on observation
  - d. maintaining a portfolio of self-created art work and explaining basic art concepts learned

- VAD1 (K-2)-2. Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design by... VAD1 (K-2)-2**
- a. recognizing and exploring media, tools, techniques, and processes while creating two- and three-dimensional works of art and design (e.g., media, tools, and techniques in drawing, painting, mixed media, sculpture, ceramics, digital media)
  - b. Demonstrating knowledge of basic art vocabulary relating to describing lines, colors, and shapes

**Cultural Contexts – Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.**

- VAD2 (K-2)-1. Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts by... VAD2 (K-2)-1**
- a. identifying a variety of purposes for making visual art and design (e.g., telling a story, communicating ideas and emotions, creating functional objects)
  - b. recognizing connections between Visual Arts and Design and other disciplines (e.g., clothes are designed by artists; scientists study objects by drawing them)
  - c. Identifying a variety of things that an artist does (e.g. designing shoes, desks, packaging, creating expressive images and sculptures)
  - e. recognizing how the visual arts and design are different and similar in different cultures or times

**Communication – Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.**

**VAD3 (K-2)-1. Students demonstrate the ability to communicate in the language of Visual Art and Design by...** VAD3 (K-2)-1

- a. exploring media, techniques, processes, and visual arts and design concepts to convey feelings, ideas, or meaning
  - b. exploring the use of colors, shapes, and lines to create a unique expression representing a feeling, idea or meaning
  - c. identifying how visual symbols in everyday life represent meaning (e.g., red traffic lights tell us to stop; packages with friendly cartoon characters tell us that the product is good)
  - d. identifying how their own works of art or design are symbolic representations of events, ideas, feelings, or beliefs
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**VAD3 (K-2)-2. Students demonstrate the ability to extract meaning from works of art by...** VAD3 (K-2)-2

- a. identifying subject matter and basic feelings evoked (e.g., a mother loving her child)
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**Aesthetic – Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.**

**VAD4 (K-2)-1. Students reflect upon, analyze and evaluate the work of self and others by...** VAD4 (K-2)-1

- a. describing subject matter, colors, shapes, and story seen in a work of art or design using affirmative statements
- d. asking questions about other's artwork relating to subject matter, colors, and shapes to gain a deeper understanding of the artwork's meaning (e.g., Why is there so much red?)
- e. contributing in individual or group discussions about work in which the student gives and receives constructive criticism
- f. comparing one's own work with the work of others by recognizing similarities and differences of subject matter, colors and shapes