



**Standard:**

**1. Knows how to use the formal structures of art (elements and principles)**

**Benchmarks:**

- Recognizes that the following elements and principles can be used to make art: (Elements) Line - straight, zig-zag, wavy; Shape - circle, square, rectangle, triangle, oval, diamond; Color - (eight basic) black, brown, red, yellow, blue, purple, green, orange; Texture - rough or smooth; (Principles) Pattern - simple AB patterns (alternating pattern-every other)

**Standard:**

**2. Understands and applies contemporary and traditional media, techniques and processes related to the Visual Arts**

**Benchmarks:**

- Identifies artwork made with different media/tools (clay, tempera, crayon, pencil, paste/glue, construction paper, collage materials, finger paint, water colors, colored chalk, fabric/burlap, brushes and scissors)
- Identifies techniques and processes used to make art (cutting, gluing, painting, drawing, coloring, stamping, modeling, tearing, folding, tracing and lacing)
- Demonstrates a basic knowledge of the safe and responsible use of art materials (proper handling of scissors when transporting; correctly holding writing tools, brushes and scissors; proper clean-up and storage procedures)
- Knows that a picture can tell a story

**Standard:**

**3. Knows how to use a range of symbols, subject matter and stylistic features in the Visual Arts to communicate feeling**

**Benchmarks:**

- Uses personal experience as a basis for creating art
- Understands that different combinations of lines, shapes, and colors can be used to represent people, places, or things
- Demonstrates the ability to distribute symbols over the entire page in an even manner



**Standard:**

**4. Understands the value and significance of the visual arts and design in relation to human history, cultures and the environment**

**Benchmarks:**

- Understands that people everywhere make art
- Understands that art is all around them within their immediate environment
- Knows that similarities and differences exist in art (thick-thin; large-small; rough-smooth; up-down; over-under; long-short; straight-wavy)

**Standard:**

**5. Understands the characteristics and the merits of one's own artwork and the artwork of others**

**Benchmarks:**

- Understands and demonstrates pleasure in the manipulation, exploration and creation of art forms
- Knows that artwork can be created by themselves and others
- Expresses enjoyment derived from viewing artwork
- Understands grade level vocabulary



**Standard:**

**1. Knows how to use the formal structures of art (elements and principles)**

**Benchmarks:**

- Understands that the organizational principles of pattern and contrast can be used to create differences in the visual quality of art
- Recognizes that the following elements and principles can be used to make art: (Elements) Line - different types of lines and varied widths; Shape - six basic and organic; Color - primary colors, color mixing; Texture - hard, soft, rough, smooth; Space - single base line; (Principles) Pattern - simple ABC patterns (alternating pattern every third); Contrast - large and small, long and short, thick and thin, light and dark, hard and soft, rough and smooth

**Standard:**

**2. Understands and applies contemporary and traditional media, techniques and processes related to the Visual Arts**

**Benchmarks:**

- Knows there is a variety of qualities in the following art media/tools: clay, tempera, crayon, pencil, glue, water base markers, construction paper, collage materials, watercolors, colored chalk, fabric, burlap, cray-pas, brushes and scissors
- Can use different techniques and processes to communicate a specific idea (cutting, gluing, painting, drawing, coloring, stamping, modeling, tearing, folding, tracing, lacing, paper weaving, wax resist)
- Knows how to use art materials and tools in a safe and responsible manner (proper handling of scissors when transporting; correctly holding writing tools, brushes, and scissors; proper clean-up and storage procedures)

**Standard:**

**3. Knows how to use a range of symbols, subject matter and stylistic features in the Visual Arts to communicate feeling**

**Benchmarks:**

- Uses personal experience as a basis for creating art
- Understands that subject matter can communicate meaning to others
- Demonstrates the ability to show details within the symbols they have created



**Standard:**

**4. Understands the value and significance of the visual arts and design in relation to human history, cultures and the environment**

**Benchmarks:**

- Knows that there are personal reasons for creating art
- Knows that personal experiences make both them and their art special
- Understands that people can create art that reflects their culture and history

**Standard:**

**5. Understands the characteristics and the merits of one's own artwork and the artwork of others**

**Benchmarks:**

- Knows art forms are made by people and recognizes that his/her artwork was made to represent a personal experience, physical object or natural space
- Understands that art can be viewed by others and shared
- Understands grade level vocabulary



**Standard:**

**1. Knows how to use the formal structures of art (elements and principles)**

**Benchmarks:**

- Demonstrates that the following elements and principles can be used to make art (Elements) Line - looping, jagged; Shape - geometric, organic, shape combinations representing symbols or objects; Color - realistic and fantasy colors, primary colors, color mixing to achieve secondary colors; Texture - actual; Space - size variation and positioning of objects on the page (creating depth in 2-D artwork), positive and negative space; (Principles) Pattern; Contrast; Balance - organization of objects on a page (creating a balanced composition)
- Knows that the visual elements are words used to name specific physical qualities of art and that people use art elements in different ways for different reasons
- Understands that the organizational principle of balance can be used to create differences in the visual quality of art

**Standard:**

**2. Understands and applies contemporary and traditional media, techniques and processes related to the Visual Arts**

**Benchmarks:**

- Knows that different media/tools are used to create visual representations (clay, tempera, crayon, pencil, glue, water base markers, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, papier mache, yarn [weaving], brushes, scissors and ruler)
- Can use different techniques/processes to communicate a specific idea (cutting, gluing, painting, drawing, coloring, stamping and printing, modeling, tearing, folding, tracing, weaving, knotting and basic stitchery)

**Standard:**

**3. Knows how to use a range of symbols, subject matter and stylistic features in the Visual Arts to communicate feeling**

**Benchmarks:**

- Knows how to draw upon personal and shared experiences as a basis for creating art
- Understands that subject matter in art may be presented in many different ways



- Demonstrates the ability to show symbols that are conglomerate shapes properly positioned on a baseline

**Standard:**

**4. Understands the value and significance of the visual arts and design in relation to human history, cultures and the environment**

**Benchmarks:**

- Knows that visual art has been made by many people throughout time and that every culture has reasons and purposes for creating art
- Identifies and discusses the similarities and differences in art from different times and places
- Knows that the time and place where art is made influence how and why the art is made and how it looks

**Standard:**

**5. Understands the characteristics and the merits of one's own artwork and the artwork of others**

**Benchmarks:**

- Knows how to describe reasons for creating art and understands that others may have different reasons for creating art (to express, to decorate and to use)
- Knows that personal experiences influence the way artwork is made and understands that everyone's life experiences contain factors which make them and their art both unique and special
- Understands that people can create artwork with the same subject matter and attain different results
- Understands grade level vocabulary



**Standard:**

**1. Knows how to use the formal structures of art (elements and principles)**

**Benchmarks:**

- Understands the relationship between the visual characteristics and purposes of art: (Elements) Line - overlapping lines to form shapes; Shape - overlapping shapes; Color - warm and cool, neutral; Texture - visual; Value - light and dark; Space - size variation, positioning of objects on the page and overlapping objects (to create depth); Form - differences between 2-D shape and 3-D form; (Principles) Pattern; Contrast - light and dark; Balance - symmetry

**Standard:**

**2. Understands and applies contemporary and traditional media, techniques and processes related to the Visual Arts**

**Benchmarks:**

- Knows how to use media/tools to affect formal qualities (clay, tempera, crayon, pencil, glue, water base markers, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, papier mache, yarn, watercolor pencils, metal tooling, permanent markers, brushes, scissors, ruler and clay tools)
- Knows that different techniques and processes are used to create visual representations (cutting, gluing, painting, drawing, coloring, stamping and printing, modeling, tearing, folding, tracing, weaving, knotting and basic stitchery, papier mache)

**Standard:**

**3. Knows how to use a range of symbols, subject matter and stylistic features in the Visual Arts to communicate feeling**

**Benchmarks:**

- Understands that symbols represent real objects or ideas
- Demonstrates the symbolic use of color



**Standard:**

**4. Understands the value and significance of the visual arts and design in relation to human history, cultures and the environment**

**Benchmarks:**

- Understands that the art people make includes everyday objects and dwellings
- Knows that art from other times and cultures can provide inspiration for one's own art work
- Identifies similarities and differences found in traditional celebrations (holidays, etc.), and related artifacts of various local cultures, and those of other historical periods and cultures

**Standard:**

**5. Understands the characteristics and the merits of one's own artwork and the artwork of others**

**Benchmarks:**

- Knows that personal experiences influence the development and perception of artwork
- Knows that people create artwork for very personal reasons and that there are many valid responses to works of art that may differ
- Understands grade level vocabulary



**Standard:**

**1. Knows how to use the formal structures of art (elements and principles)**

**Benchmarks:**

- Combines elements in a formal composition: (Elements) Line - characteristics of directional, decorative and expressive lines; Shape - 3-D shapes: cone, sphere, cylinder, pyramid and cube; Color - monochromatic (mixing tints and shades); Texture - similarities and differences of actual and visual textures; Space - foreground and background space with size variation, positioning of objects on the page and overlapping objects; Value - simple color value; Form - 3-D additive sculptural methods (to create form); (Principles) Pattern; Contrast; Balance - radial symmetry

**Standard:**

**2. Understands and applies contemporary and traditional media, techniques and processes related to the Visual Arts**

**Benchmarks:**

- Uses an increased range of media/tools to organize and manipulate the visual elements (clay, tempera, crayon, pencil, glue, water base markers, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, papier mache, yarn, watercolor pencils, metal tooling, permanent markers, foam board, charcoal, India ink, block printing ink, brushes, scissors, ruler, clay tools, calligraphy pen and brayer)
- Understands how art techniques and processes can be used to represent an idea (cutting, gluing, painting, drawing, coloring, printmaking, modeling (3-D additive sculptural methods), tearing, folding, weaving, stitchery, and papier mache)

**Standard:**

**3. Knows how to use a range of symbols, subject matter and stylistic features in the Visual Arts to communicate feeling**

**Benchmarks:**

- Understands that different combinations and placement of symbols can be used to represent a variety of subjects and ideas
- Demonstrates the ability to create details that retain their meaning when separated from the whole object



**Standard:**

**4. Understands the value and significance of the visual arts and design in relation to human history, cultures and the environment**

**Benchmarks:**

- Understands why people make art and how art affects daily life
- Understands that art museums preserve cultural artifacts
- Knows that a work of art reveals information about the time and place in which it was created

**Standard:**

**5. Understands the characteristics and the merits of one's own artwork and the artwork of others**

**Benchmarks:**

- Knows about the functions of art museums, curation and the merits of collecting works of art
- Understands and can visually identify artworks in which artists have represented feelings, ideas and experiences
- Knows that art is a visual language and a form of expression and that there are many valid responses to works of art that may differ
- Understands grade level vocabulary



**Standard:**

**1. Knows how to use the formal structures of art (elements and principles)**

**Benchmarks:**

- Knows how to manipulate the elements and principles into an organized composition to convey ideas: (Elements) Line - Contour line; Shape - gradation on a 2-D shape to create illusion of 3-D form; Color - complementary; Texture - various textures in a variety of media; Space - size variation of objects, placement of objects on the page, overlapping objects, use of simple gradation to create foreground, middleground and background (depth); Form - additive and subtractive methods of relief; Value - simple gradation (Principles) Pattern; Contrast - complementary colors; Balance - asymmetrical; Unity

**Standard:**

**2. Understands and applies contemporary and traditional media, techniques and processes related to the Visual Arts**

**Benchmarks:**

- Knows that different media/tools affect formal qualities (how the artwork looks) (clay, tempera, crayon, pencil, glue, water base marker, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, papier mache, yarn, watercolor pencils, metal tooling, permanent markers, foam board, charcoal, India ink, block printing ink, ebony pencil, tortillions, acrylic paints, calligraphy pen, brushes, scissors, ruler, clay tools, brayers, carving tools)
- Knows that different techniques and processes are used to create visual representations (cutting, gluing, painting, coloring, drawing, printmaking, modeling (additive and subtractive methods of relief), tearing, folding, reweaving, stitchery and papier mache)

**Standard:**

**3. Knows how to use a range of symbols, subject matter and stylistic features in the Visual Arts to communicate feeling**

**Benchmarks:**

- Knows how subject matter, symbols and ideas are used to communicate meaning
- Demonstrates the ability to show interaction between objects



**Standard:**

**4. Understands the value and significance of the visual arts and design in relation to human history, cultures and the environment**

**Benchmarks:**

- Understands that styles of art can be identified (non objective art, realism)
- Knows that works of art vary from culture to culture
- Identifies the variety of areas in which art is used in today's media (newspaper, comic strips, billboard, computer generated art, book illustration, magazine, television or movies)

**Standard:**

**5. Understands the characteristics and the merits of one's own artwork and the artwork of others**

**Benchmarks:**

- Knows the merits of creating art for a community or social purpose (to educate, to aesthetically enhance the environment, to increase social awareness)
- Knows and can describe how personal experiences and outside influences may affect the work of an artist, as well as the perceptions of the viewer
- Understands that specific artworks can elicit different aesthetic responses depending on one's personal understanding and knowledge of the art
- Understands grade level vocabulary