

Worthington Schools



Elementary Visual Art Graded Course of Study 2015

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Introduction

The Worthington Schools visual arts standards reflect a 2012 revision to the state of Ohio Fine Arts Learning Standards. The revised curriculum model includes four elemental learning standards for Fine Art. The elements of the standards are:

- Enduring Understandings
- Progress Points
- Cognitive and Creative Processes
- Content Statements by Grade Level

The Worthington elementary visual art program has utilized the Ohio enduring understandings, progress points, and cognitive/creative processes.

The enduring understandings reflect overarching, long-term goals for students' learning in art class. The progress points identify developmentally appropriate learning targets. These progress points are divided into K-2, 3-5 and 6th grade. The content statements and "I can statements" are organized by the three cognitive/creative processes:

- Perceiving/Knowing/Creating
- Producing/Performing
- Responding/Reflecting

These three cognitive and creative learning processes are fundamental for visual art students.

Perceiving/Knowing/Creating includes observing, listening, attending to and discerning the meanings works of art in relation to the students' environment.

Producing/Performing is creating, skill/technique-building, and problem solving in a hands-on studio environment. Producing artwork is a means to communicate ideas visually.

Responding/Reflecting is the students' critical analysis of art, visual culture and the artwork that they create. Responding and reflecting are key to understanding visual images and developing the habits of planning and revision in artistic production.

Writing Team Members

- Erin Brandol
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Kindergarten

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		
Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks. C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies. D. Express personal responses to artistic works giving reasons for their interpretations and preferences. E. Provide and use feedback to improve and refine their artworks. 		
Cognitive & Creative Learning Processes	Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
Content Statements	<p>1PE Describe the meaning in the marks they make on paper.</p> <p>2PE Name and point out subject matter and details observed in work of art.</p> <p>3PE Describe different ways that an artwork expresses an emotion or mood.</p> <p>4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture).</p> <p>5PE Identify and name materials used in visual art.</p> <p>6PE Recognize and point out basic elements of art in their own artworks</p>	<p>1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.</p> <p>2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.</p> <p>3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.</p> <p>4PR Reduce objects into basic shapes and lines in relation to the whole image.</p> <p>5PR Engage in art making that explores and combines various forms of symbolic representation including</p>	<p>1RE Describe their artworks and efforts and share their art making processes.</p> <p>2RE Show confidence and pride in their artistic accomplishments.</p> <p>3RE Connect their personal experiences to what they see in works of art.</p> <p>4RE Communicate the ideas and stories they see in work of art.</p> <p>5RE Describe what they see and feel in selected works of art.</p> <p>6RE Recognize and point out the similarities and differences between artistic styles.</p> <p>7RE Recognize that people have different</p>

Kindergarten

	and that of others. 7PE Explore their environments and experiences for art making ideas.	words, symbols, images, music and movement. 6PR Create artwork that explores a central theme across disciplines.	opinions and responses to works of art. 8RE Consider and talk about why people make and enjoy works of art.
I Can Statements	1PE I can talk about my art. 2PE I can point out the main idea in works of art. 3PE I can describe the mood of a piece of art. 4PE I can recognize between different forms. 5PE I can name materials used in visual art. 6PE I can find elements of art in artwork. 7PE I can explore ideas based on my own life.	1PR I can make my own art using man materials and tools. 2PR I can come up with ideas for art based on my own life. 3PR I can use design elements to make art about different subjects. 4PR I can find basic shapes in common objects. 5PR I can make art that uses words, symbols, pictures, and movements. 6PR I can make my own art based on something I am learning in kindergarten.	1RE I can tell you how I made my art. 2RE I can take pride in my work. 3RE I can connect my life to what I see in a work of art. 4RE I can talk about the story I see in a piece of art. 5RE I can tell you what I see and how I feel about a piece of art. 6RE I can point out the similarities and differences between artworks. 7RE I can be respectful of ideas other than my own. 8RE I can talk about why people make art.

Grade One

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		
Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks. C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies. D. Express personal responses to artistic works giving reasons for their interpretations and preferences. E. Provide and use feedback to improve and refine their artworks. 		
Cognitive & Creative Learning Processes	Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
Content Statements	<p>1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.</p> <p>2PE Explore and describe how a selected art object was made.</p> <p>3PE Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.</p> <p>4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.</p> <p>5PE Identify and discuss what an artist does</p>	<p>1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools.</p> <p>2PR Invent imagery and symbols to express thoughts and feelings.</p> <p>3PR Explore and use a range of subject matter to create original works of art.</p> <p>4PR Create an artwork based on observation of familiar objects and scenes.</p> <p>5PR Use selected art and design elements and principles to explore ideas, feelings and relationships.</p> <p>6PR Engage in art making to produce a</p>	<p>1RE Recognize and point out the strengths in their artworks and how the work could be improved.</p> <p>2RE Revise works of art to a level of personal satisfaction.</p> <p>3RE Share their art making processes with peers.</p> <p>4RE Explain how personal interests and experiences are reflected in the subject matter of artworks.</p> <p>5RE Discuss the meanings of visual symbols, images and icons observed in artworks.</p> <p>6RE Select an art object and describe its</p>

Grade One

	<p>and find examples of works by artists in their schools and communities.</p> <p>6PE Generate art-making ideas from their daily experiences and the environment.</p>	<p>work that combines music, movement or dramatic play with visual art.</p>	<p>personal, functional or decorative purpose.</p> <p>7RE Describe how elements and principles communicate meaning in works of art.</p> <p>8RE Express and share their own responses to works of art and consider the responses of others.</p>
<p>I Can Statements</p>	<p>1PE I can talk about art and why people make it.</p> <p>2PE I can talk about how an art object was made.</p> <p>3PE I can look at an artwork and talk about how it reflects its culture or historical time.</p> <p>4PE I can talk about art elements in a work of art using art vocabulary.</p> <p>5PE I can discuss the job of an artist and find examples of artwork in my community.</p> <p>6PE I can explore art making ideas from my life.</p>	<p>1PR I can use materials and tools correctly, using good craftsmanship.</p> <p>2PR I can use my own symbols to show my feelings and thoughts.</p> <p>3PR I can use many different subjects to make my own art.</p> <p>4PR I can make artwork after looking at familiar objects or scenes.</p> <p>5PR I can use elements and principles to make art.</p> <p>6PR I can make art that shows music, movement, or drama.</p>	<p>1RE I can point out what I did well in my artwork and what I could do better.</p> <p>2RE I can work on my art until I am proud of it.</p> <p>3RE I can share with my friends how I made my art.</p> <p>4RE I can talk about how art might show artist's personal interests and experiences.</p> <p>5RE I can talk about the meaning of symbols in art.</p> <p>6RE I can talk about the purpose of a piece of art.</p> <p>7RE I can describe how elements and principles communicate meaning in works of art.</p> <p>8RE I can talk about my opinions of art and respect others views.</p>

Grade Two

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		
Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks. C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies. D. Express personal responses to artistic works giving reasons for their interpretations and preferences. E. Provide and use feedback to improve and refine their artworks. 		
Cognitive & Creative Learning Processes	Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
Content Statements	<p>1PE Notice and point out details and respond to expressive features in artworks.</p> <p>2PE Distinguish the subject matter and artistic style of two or more visual artists.</p> <p>3PE Compare the form, materials and techniques in selected works of art using descriptive language.</p> <p>4PE Identify and compare the purposes for creating art objects from various cultures.</p> <p>5PE Identify and describe cultural symbols, image and contexts of works of art.</p>	<p>1PR Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</p> <p>2PR Envision what cannot be observed directly and depict it visually.</p> <p>3PR Create artworks based on imagination and observation of familiar objects and scenes.</p> <p>4PR Demonstrate flexibility in their creative processes and use of art materials.</p> <p>5PR Identify, select and use art and design elements and principles to express</p>	<p>1RE Use basic self-assessment strategies to improve their artworks.</p> <p>2RE Understand the difference between assessing the quality of an artwork and their personal preference for the work.</p> <p>3RE Relate the subject matter and ideas in their own artworks to those in the works of others.</p> <p>4RE Share their personal interpretations of the meanings conveyed in various works of art.</p> <p>5RE Describe how an artist uses the elements and principles of design to create expressive impact in a work of</p>

Grade Two

	<p>6PE Identify and share the uses of visual art outside the classroom and provide examples.</p> <p>7PE Generate art-making ideas from their daily experiences and the environment.</p>	<p>emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).</p> <p>6PR Use visual art materials to express an idea that reflects their own social or cultural identity.</p>	<p>art.</p> <p>6RE Identify and articulate important historical and cultural contributions of selected visual artists.</p> <p>7RE Recognize and discuss that people have various opinions about art and value art for different reasons.</p>
I Can Statements	<p>1PE I can find details and elements to describe the work of art.</p> <p>2PE I can compare and contrast the artwork of two different artists.</p> <p>3PE I can compare and contrast different types of artwork and how they are made.</p> <p>4PE I can talk about the purpose of different art objects from different cultures.</p> <p>5PE I can find clues in artworks to understand a culture.</p> <p>6PE I can talk about the purpose of different art objects found in our world.</p> <p>7PE I can think of my own ideas to create artwork from my daily life experiences.</p>	<p>1PR I can use materials and tools with better skill and craftsmanship.</p> <p>2PR I can create art based on my memory.</p> <p>3PR I can create art based on my imagination or something I can see.</p> <p>4PR I can use different ideas and materials to make art.</p> <p>5PR I can use elements and principles to make art that shows emotion.</p> <p>6PR I can make art that is about me.</p>	<p>1RE I can point out what I did well in my artwork and what I could do better.</p> <p>2RE I can respect others opinions about art (quality vs. idea).</p> <p>3RE I can compare my art work to others art work.</p> <p>4RE I can talk about the meaning of a work of art.</p> <p>5RE I can point out how elements and principles of art are used to show expression in art.</p> <p>6RE I can talk about the important things (historical and cultural contributions) artists have given us.</p> <p>7RE I can talk about my opinions of art and respect others views.</p>

Grade Three

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		
Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks. C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies. D. Express personal responses to artistic works giving reasons for their interpretations and preferences. E. Provide and use feedback to improve and refine their artworks. 		
Cognitive & Creative Learning Processes	Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
Content Statements	<p>1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</p> <p>2PE Identify the relationships between and among selected elements and principles of art and design.</p> <p>3PE Use historical and cultural artworks to answer questions about daily life.</p> <p>4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States.</p> <p>5PE Provide examples of how we encounter art and artists in everyday life.</p>	<p>1PR Demonstrate skill and expression in the use of art techniques and processes.</p> <p>2PR Use appropriate visual art vocabulary during art making processes.</p> <p>3PR Find and solve problems of personal relevance and interest when developing art making ideas.</p> <p>4PR Create artworks that demonstrate awareness of two- and three-dimensional space.</p> <p>5PR Show increasing attention to the nuances of elements and principles of design when creating personal works</p>	<p>1RE Examine and describe how art and design principles are used by artists to create visual effects.</p> <p>2RE Select an object and explain reasons why they think it is a work of art.</p> <p>3RE Compare and contrast their opinions of a work of art with those of their peers.</p> <p>4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</p> <p>5RE Use feedback and self-assessment to improve the quality of personal artworks.</p>

Grade Three

	6PE Recognize and identify choices that give meaning to a personal work of art.	of art. 6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.	
I Can Statements	<p>1PE I can compare common themes in art from different time periods.</p> <p>2PE I can point out elements and principles of art and how selected ones relate to each other.</p> <p>3PE I can see how art shows daily life.</p> <p>4PE I can point out artists who have contributed to the American culture.</p> <p>5PE I can recognize art and artists in everyday life.</p> <p>6PE I can recognize the choices the artist made to give personal meaning to their art.</p>	<p>1PR I can demonstrate skill and expression in my art.</p> <p>2PR I can use art vocabulary while making art.</p> <p>3PR I can create art based on my ideas.</p> <p>4PR I can create art with both 2D and 3D space.</p> <p>5PR I can show increasing attention to the elements and principles of design when creating art.</p> <p>6PR I can collaborate with others to create a work of art that connects to what I am learning about in my homeroom.</p>	<p>1RE I can talk about how artists use elements and principles of art.</p> <p>2RE I can select an object and explain why it is art.</p> <p>3RE I can compare and contrast my opinion of art with my peers.</p> <p>4RE I can look at artwork from local artists and talk about why it was made (culture and social influences).</p> <p>5RE I can use feedback and self-assessment to improve my art.</p>

Grade Four

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		
Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks. C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies. D. Express personal responses to artistic works giving reasons for their interpretations and preferences. E. Provide and use feedback to improve and refine their artworks. 		
Cognitive & Creative Learning Processes	Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
Content Statements	<p>1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.</p> <p>2PE Notice and describe different visual effects resulting from art making techniques.</p> <p>3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.</p> <p>4PE Identify and describe how artists from various cultural and ethnic groups have impact Ohio's history.</p>	<p>1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.</p> <p>2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p> <p>3PR Generate ideas and employ a variety of strategies to solve visual problems.</p> <p>4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.</p> <p>5PR Combine the elements and principles of art and design to create visually effective compositions in original</p>	<p>1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others.</p> <p>2RE Develop and share their ideas, beliefs and values about art.</p> <p>3RE Recognize and describe the relationship of artworks to their social and cultural contexts.</p> <p>4RE Generate criteria for discussing and assessing works of art.</p> <p>5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</p> <p>6RE Give and use constructive feedback to</p>

Grade Four

	<p>5PE Link ideas in and design of works of art to the emotions and moods expressed in them.</p> <p>6PE Identify and name the sources for art making ideas (e.g., self, environment and other people).</p>	<p>works of art.</p> <p>6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.</p>	<p>produce artworks that achieve learning goals.</p>
<p>I Can Statements</p>	<p>1PE I can talk about universal themes, subject matter and ideas expressed across the art disciplines.</p> <p>2PE I can describe how techniques produce different effects.</p> <p>3PE I can compare common themes in art from different periods.</p> <p>4PE I can point out artists who have contributed to the Ohio culture.</p> <p>5PE I can recognize the choices the artist made to show mood in a work of art.</p> <p>6PE I can name different ways artists get their ideas (e.g., self, environment, other people).</p>	<p>1PR I can use many different materials to make artwork.</p> <p>2PR I can experiment and use art materials creatively.</p> <p>3PR I can come up with different ways to solve a visual problem.</p> <p>4PR I can complete my artwork in a timely manner.</p> <p>5PR I can use the elements and principles of art to make art.</p> <p>6PR I can use tools, skills, and ideas from another subject area to make art.</p>	<p>1RE I can talk about what gives meaning to artwork.</p> <p>2RE I can share my ideas, beliefs, and values about art.</p> <p>3RE I can talk about why art was made and how it relates to our cultural and social influences.</p> <p>4RE I can come up with criteria for what makes good art.</p> <p>5RE I can use my criteria and art vocabulary to talk about and judge art.</p> <p>6RE I can give and use feedback in my artwork.</p>

Grade Five

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		
Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks. C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies. D. Express personal responses to artistic works giving reasons for their interpretations and preferences. E. Provide and use feedback to improve and refine their artworks. 		
Cognitive & Creative Learning Processes	Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
Content Statements	<p>1PE Understand that the context of an art object has an effect on how that object is perceived.</p> <p>2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists.</p> <p>3PE Investigate the role of cultural objects in our everyday environment.</p> <p>4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.</p> <p>5PE Focus attention on selected artworks to identify and pose questions about</p>	<p>1PR Integrate observational and technical skills to strengthen art making.</p> <p>2PR Use digital tools to explore ideas, create and refine works of art during the art making process.</p> <p>3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</p> <p>4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</p> <p>5PR During collaborative art making</p>	<p>1RE Apply reasoning skills to analyze and interpret the meaning in artworks.</p> <p>2RE Describe how personal experiences can influence artistic preferences.</p> <p>3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.</p> <p>4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.</p> <p>5RE Express what was learned and the challenges that remain when assessing their artworks.</p> <p>6RE Use criteria to assess works of art</p>

Grade Five

	<p>aesthetic qualities (e.g., sensory, organizational, emotional) in the works.</p> <p>6PE Select and access contemporary digital tools in media arts to investigate ideas and inform art making.</p>	<p>experiences, demonstrate respect and support for peer ideas and creativity.</p>	<p>individually and collaboratively.</p>
<p>I Can Statements</p>	<p>1PE I can understand that the meaning of an object shown in art can change based on its surroundings.</p> <p>2PE I can talk about how time period and culture can influence artists' ideas.</p> <p>3PE I can think about what objects in our everyday life communicate about our culture.</p> <p>4PE I can compare and contrast how art is influenced by location, social and political views.</p> <p>5PE I can identify meaning and feeling in art.</p> <p>6PE I can use available technology to gather ideas for art making.</p>	<p>1PR I can use visual references to improve my art skills.</p> <p>2PR I can use available technology while making art.</p> <p>3PR I can create art based on a current social issue.</p> <p>4PR I can create art based on a topic I am learning about in my classroom.</p> <p>5PR I can show respect and support while I work in a group.</p>	<p>1RE I can use reasoning skills to interpret artworks.</p> <p>2RE I can describe how my life affects what art I like.</p> <p>3RE I can talk about why it is important to preserve artwork.</p> <p>4RE I can talk about how my art is influenced by location, social and political views.</p> <p>5RE I can talk about what I learned and what I need to improve in my art.</p> <p>6RE I can use criteria to talk about art both individually and in a group.</p>

Grade Six

Enduring Understandings	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>		
Progress Points	<p>The student will at the appropriate developmental level:</p> <ul style="list-style-type: none"> A. Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world. B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others. C. Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints. D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art. E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes. 		
Cognitive & Creative Learning Processes	Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
Content Statements	<p>1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</p> <p>3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p> <p>4PE Connect selected ideas, concepts and processes used in visual art with those</p>	<p>1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.</p> <p>2PR Experiment with a variety of techniques and working methods when creating an original work of art.</p> <p>3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.</p> <p>4PR Transform perceptions and processes into two- and three-dimensional artworks.</p>	<p>1RE Explain what makes an object a work of art using a range of criteria.</p> <p>2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.</p> <p>3RE Explore and discuss how aspects of culture influence ritual and social artwork.</p> <p>4RE Defend artistic decisions using appropriate visual art vocabulary.</p> <p>5RE Assess personal progress to improve craftsmanship and refine and complete</p>

Grade Six

	<p>used in other academic disciplines.</p> <p>5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.</p>	<p>5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.</p> <p>6PR I can make art about a topic I am learning in my classroom using the elements of design.</p>	<p>works of art.</p> <p>6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.</p>
I Can Statements	<p>1PE I can describe how the elements and principles of design create visual effects and meaning in artworks.</p> <p>2PE I can find and talk about how the media uses art and images to communicate meaning.</p> <p>3PE I can compare and contrast how art is different locally and globally.</p> <p>4PE I can find connections between art and other topics learned in my classroom.</p> <p>5PE I can find ideas for art making from observations, life experiences, and imagination.</p>	<p>1PR I can demonstrate skill and craftsmanship to solve an artistic problem.</p> <p>2PR I can use a variety of techniques when creating an original work of art.</p> <p>3PR I can create a plan before making a piece of art.</p> <p>4PR I can create a 2D and a 3D artwork.</p> <p>5PR I can be engaged in my art and finish my work.</p> <p>6PR I can create art about a topic I am learning in my classroom.</p>	<p>1RE I can explain what makes an object a work of art using a range of criteria.</p> <p>2RE I can use appropriate art vocabulary to describe what I see and the meaning of the artwork.</p> <p>3RE I can talk about how culture can influence ritual and social artwork.</p> <p>4RE I can use art vocabulary to defend my reasons for how I made my project.</p> <p>5RE I can keep track of my progress while making my art to improve craftsmanship and refine my art.</p> <p>6RE I can come up with and use criteria for self-assessment and select artworks for a portfolio.</p>