

# ART CONTENT STANDARDS FOR VISUAL ARTS

## Grades K-5

Note: Each standard requires the application of the elements of art and principles of design.

<b>Strand: Visual Arts</b>	
<b>Standard 1:</b> Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.	
<b>K-5 Benchmark 1A:</b> Participate in the process of making and looking at works of art to understand the elements of art, such as: color, form, line, shape, size, space, texture and value.	
K-1	<ol style="list-style-type: none"> <li>1. Identify the elements of art in works of art and the environment.</li> <li>2. Explore the use of lines, shapes and other art elements for image-making.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Group colors based on formal and informal criteria (warm-cool, limited color schemes, etc.)</li> <li>2. Discuss how different elements of art impact images.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Identify the principles of design in works of art and the environment.</li> <li>2. Apply the elements of art in assigned visual arts problems.</li> </ol>
<b>K-5 Benchmark 1B:</b> Explore and develop skills using art materials, tools and techniques	
K-1	<ol style="list-style-type: none"> <li>1. Use a variety of art materials and related skills.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Demonstrate increased skill with materials, tools and techniques.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Select a variety of materials, tools and techniques for producing desired artistic results.</li> </ol>
<b>K-5 Benchmark 1C:</b> Use art materials and tools safely and responsibly.	
K-1	<ol style="list-style-type: none"> <li>1. Take care of classroom art materials.</li> <li>2. Answer questions about safety.</li> </ol>

2-3	<ol style="list-style-type: none"> <li>1. Take care of classroom art materials.</li> <li>2. Answer questions about safety.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Discuss potential hazards of art materials and tools.</li> <li>2. Demonstrate proper use of art materials.</li> </ol>

<b>Standard 2:</b> Use dance, music, theatre/drama and visual arts to express ideas.	
<b>K-5 Benchmark 2A:</b> Create art work that expresses ideas, feelings and experiences about self, family, community and the world.	
K-1	<ol style="list-style-type: none"> <li>1. Describe ideas, feelings and experiences (about self, family, community and the world) in his or her art work and the art work of others.</li> <li>2. Express ideas, feelings and experiences in making art.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Describe ideas, feelings and experiences (about self, family, community and the world) in his or her art work and the art work of others.</li> <li>2. Express ideas, feelings and experiences in making art.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Use personal experience as inspiration for expression in visual art.</li> <li>2. Use knowledge of local and global communities as inspiration for expression in visual art.</li> </ol>

<b>Standard 3:</b> Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.	
<b>K-5 Benchmark 3A:</b> Explore connections between the elements of dance and other arts disciplines.	
K-1	<ol style="list-style-type: none"> <li>1. Become familiar with and name the other arts disciplines.</li> <li>2. Explore the relationship between visual elements and basic elements of other arts disciplines through discussion and art making.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Describe similarities and differences among the visual arts and other arts disciplines.</li> <li>2. Associate visual art elements with concepts from other arts disciplines.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Compare and contrast emotional responses to specific works of visual art and to works in other arts disciplines (e.g., how different lines can relate to music or dance).</li> <li>2. Compare elements of art and design principles used across art disciplines, such as: pattern, repetition, contrast and balance.</li> </ol>

<b>K-5 Benchmark 3B:</b> Explore connections between the elements of visual arts and other content areas.	
K-1	<ol style="list-style-type: none"> <li>1. Identify and discuss connections between the elements of art and the principles of design in art used in other content areas (e.g, shapes and patterns in math or texture and repetition in science).</li> <li>2. Discuss connections between themes used in visual arts and other content areas (e.g., stories in art and language arts or scientific concepts about the seasons, as shown in art).</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Compare selected elements of art (color, form, line, shape, size, space, texture and value) and selected principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety) within other content areas.</li> <li>2. Describe connections between visual arts and other content areas.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Demonstrate understanding by applying art elements (e.g., color, form, line, shape, size, space, texture and value) and principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety) to other content areas.</li> <li>2. Describe relationships between visual art and other content areas.</li> </ol>

<b>Standard 4:</b> Demonstrate an understanding of the dynamics of the creative process.	
<b>Grades K-5 Benchmark 4A:</b> Understand that artists create works of art based upon their diverse sources of inspiration, including personal and cultural experiences.	
K-1	<ol style="list-style-type: none"> <li>1. Discuss how some artists make art based on their personal and cultural experiences.</li> <li>2. Look for clues to an artist's creative processes used in some works of art.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of how artists create using various steps and sources of inspiration.</li> <li>2. Interpret the possible sources of inspiration in works of art.</li> <li>3. Gather ideas through sketches, experimentation or modeling.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Solve artistic challenges using preliminary sketches, divergent production, and various sources of inspiration.</li> <li>2. Examine works of art with a focus on their sources of inspiration</li> </ol>
<b>Grades K-5 Benchmark 4B:</b> Practice methods of reflection and self-evaluation of one's own art work.	
K-1	<ol style="list-style-type: none"> <li>1. Describe the process of creating one's work of art.</li> <li>2. Describe an artist's purpose for creating art work.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Discuss and reflect about the process of creating art.</li> </ol>

	2. Review and interpret the artistic intent in the creation of a work of art.
4-5	<ol style="list-style-type: none"> <li>1. Reflect on the process of creating one's work of art.</li> <li>2. Examine the success of personal/artistic intent in the creation of a work of art.</li> <li>3. Research an idea to be used in an art work.</li> </ol>

<b>Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.</b>	
<b>K-5 Benchmark 5A: Develop necessary skills for identifying the design elements, narrative components and symbolism in a work of art.</b>	
K-1	<ol style="list-style-type: none"> <li>1. Identify and describe what the student sees in his/her own work and the work of others (e.g., subject matter, design elements, expressive qualities and materials used in works of art and in the student's own art).</li> <li>2. Interpret possible stories and feelings from an art work based on what the student sees.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Interpret possible meanings and symbolism in art works and discuss how artists design their art for many reasons (e.g., to show what they see, to express feelings, to tell stories, to create with their imaginations, to make designs and to serve practical purposes).</li> <li>2. Compare at least two pieces of art in terms of similarities and differences (e.g., in design, story, expression, function or symbolism).</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Analyze narrative and symbolic elements in a piece of art.</li> <li>2. Examine relationships among elements of art and principles of design found in a work of art.</li> <li>3. Analyze why artists make art to achieve various goals (e.g., realistic, expressionistic, narrative, imaginative, formal or practical).</li> <li>4. Communicate about works of art (e.g., class discussion, portfolio collection and display).</li> </ol>
<b>K-5 Benchmark 5B: Develop and practice skills necessary for communicating responses to a work of art.</b>	
K-1	<ol style="list-style-type: none"> <li>1. Discuss how the use of elements of art can express ideas and feelings in one's own art.</li> <li>2. Describe what it was like to make one's work of art.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Discuss reasons for selecting particular media to convey meaning in one's own art work.</li> <li>2. Interpret the meaning of a work of art.</li> <li>3. Make a summary observation about a work of art using the vocabulary of visual arts.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Use visual art information to discuss the meaning of a work of art.</li> <li>2. Communicate about works of art using activities such as class discussion, portfolio collection and display.</li> </ol>

<b>Standard 6:</b> Show increased awareness of diverse peoples and cultures through visual and performing arts.	
<b>K-5 Benchmark 6A:</b> Explore the visual arts of diverse peoples, times, places and cultures.	
K-1	<ol style="list-style-type: none"> <li>1. Examine art and discuss diverse cultural influences.</li> <li>2. Create art about experiences within one's own culture.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Explore similarities and differences among art works from various cultures or periods of history.</li> <li>2. Become familiar with art forms that reflect New Mexico cultures.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Make interpretations of art that reflect cultural and historical influences.</li> <li>2. Experiment with creating art that reflects cultural and historical influences.</li> <li>3. Classify art from various cultures and historical eras.</li> <li>4. Recognize art from a variety of New Mexico and world cultures.</li> </ol>

<b>Standard 7:</b> Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression. Grades K-5 benchmark 7A: Expand dance horizons through the use of technology.	
<b>K-5 Benchmark 7A:</b> Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression. Grades K-5 benchmark 7: Explore the role of specific inventions and their influence on art.	
K-1	<ol style="list-style-type: none"> <li>1. Learn about and discuss art materials and media and when they came into use.</li> <li>2. Demonstrate, explore and use different art media.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Learn about examples and describe the impact of invention and technology on art.</li> <li>2. Demonstrate understanding of how various technologies are used to create works of art (e.g., animation and computer games).</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the impact of invention on a variety of arts- related careers.</li> <li>2. Use various technologies to create works of art.</li> </ol>

**Standard 8:** Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.

<b>K-5 Benchmark 8A: View art in various community settings.</b>	
K-1	<ol style="list-style-type: none"> <li>1. Identify and describe art in various settings.</li> <li>2. Name some examples of local public art.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Talk about where art can be found in one's community and why it is there.</li> <li>2. Associate types of art with likely display settings.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Examine art in different contexts (e.g., in museums, galleries or other public settings, commercial art, etc.).</li> <li>2. Discover and discuss at least two examples of local public art.</li> <li>3. Compare and contrast the meanings of art found in commercial settings (e.g., advertisements, product design, television and the internet).</li> </ol>
<b>K-5 Benchmark 8B: Develop an awareness of how artists have contributed artistically to the community.</b>	
K-1	<ol style="list-style-type: none"> <li>1. Talk about art careers.</li> <li>2. Show personal art work in various settings.</li> <li>3. Contribute to community culture by exhibiting art work in various settings.</li> </ol>
2-3	<ol style="list-style-type: none"> <li>1. Describe various art careers.</li> <li>2. Participate in school or community art displays.</li> <li>3. Contribute to community culture by exhibiting art work in various settings.</li> </ol>
4-5	<ol style="list-style-type: none"> <li>1. Examine various arts careers.</li> <li>2. Contribute to community culture by exhibiting art work in various settings.</li> </ol>