

California Standards for Visual Arts

KINDERGARTEN



Artistic Perception

- 1.1 Recognize and describe simple patterns found in the environment and works of art.
- 1.2 Name art materials introduced in lessons (e.g., clay, paint, and crayons).
- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape.

Creative Expression

- 2.1 Use line, shapes and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in the creation of a three-dimensional construction.
- 2.3 Make simple collage with torn or cut paper shapes.
- 2.4 Paint pictures expressing their ideas about family and neighborhood.
- 2.5 Use lines in drawing and painting to express feelings.
- 2.6 Use geometric shapes (circle, square, triangle) in a work of art.
- 2.7 Create a three-dimensional form, such as real or imaginary animal.

Historical and Cultural Context

- 3.1 Describe functional and nonutilitarian art they see in their daily lives.
- 3.2 Identify and describe artworks that show people doing things together.
- 3.3 Look at and discuss artworks from a variety of times and places.

Aesthetic Valuing

- 4.1 Talk about their own artwork using appropriate art vocabulary (e.g., color, shape, texture, etc.).
- 4.2 Describe what they see (including both literal and expressive content) in selected works of art.
- 4.3 Talk about how they made a selected work of their art.
- 4.4 Give reasons why they like a particular artwork they made, using appropriate art vocabulary.

Connections, Relationships, and Applications

- 5.1 Draw geometric shapes (e.g., circles, squares, triangles) and repeat them in dance/movement sequences,
- 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.
- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home and at school, and in the community, including national and state symbols and icons.
- 5.4 Talk about various kinds of artwork (e.g., ceramics, paintings, sculpture) that artists create and discuss media they use.

California Standards for Visual Arts

1ST GRADE



Artistic Perception

- 1.1 Describe and replicate repeated patterns found in nature, in the environment and works of art.
- 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).
- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape, and texture.

Creative Expression

- 2.1 Use texture in two-dimensional and three-dimensional works of art.
- 2.2 Mix secondary colors from primary colors and describe the process.
- 2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché,) to create form and texture in an artwork.
- 2.4 Plan and use variations in line, shape, color, and texture to communicate ideas or feelings in artworks.
- 2.5 Create a representational sculpture based on people, animals, or buildings.
- 2.6 Draw or paint a still life, using secondary colors.
- 2.7 Use visual and actual texture in original works of art.
- 2.8 Create artwork based on observations of actual objects and everyday scenes.

Historical and Cultural Context

- 3.1 Recognize and talk about the design of everyday objects from various time periods and cultures.
- 3.2 Identify and describe various subject matter in art (landscapes, seascapes, portraits, and still life).
- 3.3 View and then describe art from various cultures.
- 3.4 Identify art objects from selected cultures (e.g., Japanese screen painting, Mexican tin art, African masks).

Aesthetic Valuing

- 4.1 Talk about their own artwork and the work of classmates, focusing on selected elements of art (e.g., form, texture, line, color).
- 4.2 Identify and describe various reasons for making art.
- 4.3 Describe how they made a selected work of art, focusing on the media and technique.
- 4.4 Select something they like about their art and something they would change.

Connections, Relationships, and Applications

- 5.1 Clap out rhythmic patterns found in lyrics of music and then use symbols to create visual representations of the patterns.
- 5.2 Compare and contrast fold art objects from various time periods and cultures.
- 5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape, and texture).
- 5.4 Talk about objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

California Standards for Visual Arts

2ND GRADE



Artistic Perception

- 1.1 Perceive and describe repetition and balance in nature, the environment, and works of art
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.
- 1.3 Identify the elements of art in objects in nature, the environment, and in works of art, emphasizing line, color, shape, and texture and space.

Creative Expression

- 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage and stencils.
- 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.
- 2.3 Depict the illusion of depth (space) in an artwork, using overlapping shapes, relative size, and placement in the picture plane.
- 2.4 Create a painting or drawing, using warm or cool colors expressively.
- 2.5 Use symmetry (bilateral or radial) to create visual balance.

Historical and Cultural Context

- 3.1 Explain how artists use their work to share experiences or communicate ideas.
- 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
- 3.3 Identify and discuss how art has been used in events and celebrations in various cultures, past and present.

Aesthetic Value

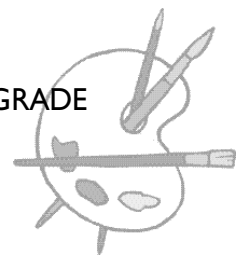
- 4.1 Compare ideas expressed through their own artwork with ideas expressed in the work of others.
- 4.2 Compare different people's responses to the same work of art.
- 4.3 Use the vocabulary of art to talk about what they wanted to do in their artwork and how they succeeded.
- 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in an artwork

Connections, Relationships, and Applications

- 5.1 Use placement, overlapping, and size differences to show opposites (up/down, in/out, over/under, together/apart, fast/slow, stop/go).
- 5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.
- 5.3 Identify and sort pictures into categories according to expressive qualities (theme and mood).
- 5.4 Talk about artists in the community who create different kinds of artwork (prints, ceramics, paintings, sculpture, etc.).

California Standards for Visual Arts

3RD GRADE



Artistic Perception

- 1.1 Perceive and describe rhythm and movement in works of art and in the environment.
- 1.2 Describe how artists use tints and shades in painting.
- 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
- 1.4 Compare and contrast two artworks made the the use of different art tools and media (watercolor, tempura, computer, etc).
- 1.3 Identify and describe elements of art in works of art emphasizing line, color, shape, texture, space and value.

Creative Expression

- 2.1 Explore ideas for art in a personal sketchbook.
- 2.2 Mix and apply tempera paints to create tints, shades and neutral colors.
- 2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
- 2.4 Create artwork based on the observation of objects and scenes in daily life, emphasizing value changes.
- 2.5 Create an imaginative clay sculpture based on an organic form.
- 2.6 Create an original artwork emphasizing rhythm and movement, using a selected printing process.

Historical Context

- 3.1 Compare and describe various artworks from different time periods that use a similar theme.
- 3.2 Research and identify artists from his or her own community, county or state and discuss local or regional art traditions.
- 3.3 Distinguish between and describe representational, abstract, and nonrepresentational works of art.
- 3.4 Identify and describe objects from different parts of the work when visiting a museum or gallery (puppets, masks, containers, etc).
- 3.5 Write about an artwork that reflects the student's own cultural background.

Aesthetic Valuing

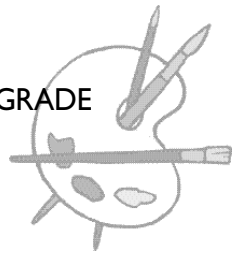
- 4.1 Point out similarities and differences in selected works of art and describe them, using appropriate vocabulary of art.
- 4.2 Identify successful and less successful compositional and expressive qualities of their own artwork and describe what they would do to improve it.
- 4.3 Select another artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

Connections, Relationships, and Applications

- 5.1 Describe how costumes contribute to the meaning of a dance.
- 5.2 Write a poem or story that is inspired by their own artwork.
- 5.3 Look at images in figurative artworks and predict what might happen next, telling what clues in the work support their ideas.
- 5.4 Describe how artist have affected people's lives (architects, book illustrators, muralists, designers, etc.).

California Standards for Visual Arts

4TH GRADE



Artistic Perception

- 1.1 Perceive and describe contrast and emphasis in works of art and the environment.
- 1.2 Describe how negative shapes and positive shapes are used in a chosen artwork.
- 1.3 Identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
- 1.4 Describe the concept of proportion (in face, figure) as used in works of art.
- 1.5 Describe and analyze the elements of art (color, shape, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment.

Creative Expression

- 2.1 Use shading (value) to transform a two-dimensional shape into what appears to be three-dimensional (e.g., circle to sphere).
- 2.2 Use the conventions of facial and figure proportions in a figure study.
- 2.3 Use additive and subtractive processes in making simple sculpture forms.
- 2.4 Use fibers or other materials to create a simple weaving.
- 2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.
- 2.6 Use the interaction between positive and negative space expressively in an artwork.
- 2.7 Use contrast (light and dark) expressively in an original work of art.
- 2.8 Use complementary colors in an original composition to show contrast and emphasis.

Historical Context

- 3.1 Describe how art plays a role in reflecting life (e.g., photography, pottery, quilts, architecture).
- 3.2 Identify and discuss the content of artworks of the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
- 3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

Aesthetic Value

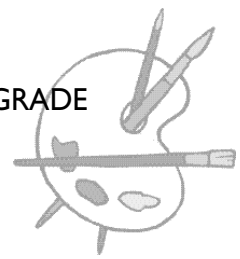
- 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
- 4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
- 4.3 Discuss how the selection of media relates to the meaning or purpose of a work of art.
- 4.4 Recognize and describe how various cultures define and value art differently.
- 4.5 Describe how individual experiences of an artist may influence the development of specific artworks.

Connections, Relationships, and Applications

- 5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.
- 5.2 Research twentieth-century artists who have incorporated symmetry as part of their artwork and then create an artwork, using bilateral or radial symmetry.
- 5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.
- 5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

California Standards for Visual Arts

5TH GRADE



Artistic Perception

- 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
- 1.2 Recognize and describe characteristics of representational, abstract and non-representational works of art.
- 1.3 Use their knowledge of all the elements of art to describe similarities and differences in artworks and in the environment.

Creative Expression

- 2.1 Use one-point perspective to create the illusion of space.
- 2.2 Create gesture and contour observational drawings.
- 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography.)
- 2.4 Create an expressive abstract composition based on real objects.
- 2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony.
- 2.6 Use perspective in an original work of art to create a real or imaginary scene.
- 2.7 Communicate values, opinions, or personal insights through an original work of art.

Historical and Cultural Context

- 3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
- 3.2 Identify and describe various fine traditional and folk arts from historical periods.
- 3.3 Look Identify and compare artworks from various regions of the United States.

Aesthetic Valuing

- 4.1 Identify how selected principles of design are used in a work of art and how they contribute to their personal responses to the work and its evaluation.
- 4.2 Compare the different purposes of a specific culture for creating art.
- 4.3 Develop and use specific criteria individually and in groups to assess works of art.
- 4.4 Assess their own artwork, using specific criteria, and describe what changes they would make to improve it.

Connections, Relationships, and Applications

- 5.1 Use linear perspective to depict geometric objects in space.
- 5.2 Identify and design icons, logos, and other graphic devices as visual symbols for ideas and information.
- 5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.