ASD ACADEMIC PLAN – ELEMENTARY VISUAL ARTS

Kindergarten
Grade Level: K
Length: Year

Prerequisites: None
Repeatable for additional credits: N/A

Overall Goals

- Engage in exploration and imaginative use of materials.
- Observe safe practices with art materials, tools and equipment.
- Identify various types of art (ie: drawing, painting, sculpture, architecture, etc).
- Explain reasons for selecting a preferred artwork.
- Create art that tells a story about a personal or cultural experience.

Year At A Glance:

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
K: Recognize, draw, and cut geometric shapes and lines. **K:** Recognize pattern, balance, and emphasis **K:** Select favorite from a variety of artworks **K:** Use art tools safely and correctly. Cut with scissors, use glue bottles and paint brushes	**K:** Recognize, draw, and cut geometric shapes and lines. **K:** Recognize pattern, balance, and emphasis **K:** Select favorite from a variety of artworks **K:** Use art tools safely and correctly. Cut with scissors, use glue bottles and paint brushes. **K:** Introduction to the Elements/Principles of Art **K:** Learn that people all over the world have created works of art.	**K:** Recognize, draw, and cut geometric shapes and lines. **K:** Recognize pattern, balance, and emphasis **K:** Select favorite from a variety of artworks **K:** Use art tools safely and correctly. Cut with scissors, use glue bottles and paint brushes / printmaking. **K:** Introduction to the Elements/Principles of Art **K:** Learn that people all over the world have created works of art	**K:** Recognize, draw, and cut geometric shapes and lines. **K:** Recognize pattern, balance, and emphasis **K:** Select favorite from a variety of artworks **K:** Use art tools safely and correctly. Cut with scissors, use glue bottles and paint brushes **K:** Introduction to the Elements/Principles of Art

ASD ACADEMIC PLAN – ELEMENTARY VISUAL ARTS

First Grade
Grade Level: 1
Length: Year
Prerequisites: None
Repeatable for additional credits: N/A

Overall Goals:

- Use careful observation in preparation for making a work of art.
- Explore uses of materials, tools, and approaches to create works of art or design.
- Use art vocabulary to describe choices and preferences.
- Compare images that represent the same subject matter.
- Interpret art by categorizing subject matter and identifying elements and basic principles.
- Talk about the different reasons people make art.

Year At A Glance:

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
1: Incorporate the use of Elements/Principals of art in their design **1:** Look and respond to art from historical artists in other cultures **1:** Verbalize their opinion about "what art is" **1:** Observe/Discuss the elements of art in a variety of art pieces **1:** Explore a variety of art forms…drawing, collage, sculpture and painting	**1**: Incorporate the use of Elements/Principals of art in their design **1:** Look and respond to art from historical artists in other cultures. **1:** Observe/Discuss the elements of art in a variety of art pieces. **1:** Explore a variety of art forms…drawing, collage, sculpture and painting **1:** Identify artist's use of balance, movement to enhance composition.	**1**: Incorporate the use of Elements/Principals of art in their design **1:** Look and respond to art from historical artists in other cultures. **1:** Observe/Discuss the elements of art in a variety of art pieces. **1:** Explore a variety of art forms…drawing, collage, sculpture and painting	**1:** Look and respond to art from historical artists in other cultures. **1:** Observe/Discuss the elements of art in a variety of art pieces. **1:** Explore a variety of art forms…drawing, collage, sculpture and painting

ASD ACADEMIC PLAN – ELEMENTARY VISUAL ARTS

Second Grade
Grade Level: 2
Length: Year
Prerequisites: None
Repeatable for additional credits: N/A

Overall Goals:

- Make art to explore personal interests, questions, and curiosity.
- Repurpose objects to make something new.
- With peers, discuss and reflect about choices made in creating art.
- Categorize artworks based on a theme or concept.
- Think about how art exhibited in pubic contributes to communities.
- Use art vocabulary to describe the world around them.
- Compare images based on expressive properties (calm, exciting, silly).

Year At A Glance:

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
2: Investigate the difference between tactile and visual texture.	**2:** Investigate the difference between tactile and visual texture.	**2:** Investigate the difference between tactile and visual texture.	**2:** Investigate the difference between tactile and visual texture.
2: Recognize differences between 2D and 3D forms.	**2:** Recognize differences between 2D and 3D forms.	**2:** Recognize differences between 2D and 3D forms.	**2:** Recognize differences between 2D and 3D forms.
2: Investigate expressive qualities in a work of art.	**2:** Investigate expressive qualities in a work of art.	**2:** Investigate expressive qualities in a work of art.	**2:** Investigate expressive qualities in a work of art.
2: Recognize elements/principles of art in their work.	**2:** Recognize elements/principles of art in their work.	**2:** Recognize elements/principles of art in their work.	**2:** Recognize elements/principles of art in their work.
2: Identify artist's use of balance, movement to enhance composition.	**2:** Identify artist's use of balance, movement to enhance composition.	**2:** Compare/contrast different artists and styles.	**2:** Compare/contrast different artists and styles.
2: Find sources of inspiration.	**2:** Find sources of inspiration.	**2:** Create a work that displays cultural influence.	**2:** Recognize elements and principals that contribute to their aesthetic preferences.
	2: Recognize elements and principles that contribute to their aesthetic preferences.	**2:** Recognize elements and principals that contribute to their aesthetic preferences.	**2:** Identify artist's use of balance, movement to enhance composition.
	2: Demonstrate ability to mix primary colors to create secondary colors.	**2:** Identify artist's use of balance, movement to enhance composition.	**2:** Find sources of inspiration.
	2: Distinguish between different media.	**2:** Find sources of inspiration.	
	2: Create a work that displays cultural influence.		

ASD ACADEMIC PLAN – ELEMENTARY VISUAL ARTS

Third Grade
Grade Level: 3
Length: Year
Prerequisites: None
Repeatable for additional credits: N/A

Overall Goals:

- Brainstorm and elaborate on an imaginative idea to make a work of art.
- Create artwork using a variety of artistic processes, materials, and approaches.
- Make art that tells about your own life, culture, and experiences.
- Enhance artwork by adding details.
- Prepare art for presentation and write an artist statement.
- Identify how different cultures preserve history and knowledge through art.
- Use art-specific vocabulary to speculate about how a piece of art was made.

Year At A Glance:

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
3: Create an original expressive composition implementing problem solving and organization skills. **3:** Understand composition. **3:** Recognize elements and principles of art in personal and professional artwork. **3:** Name moods and feelings in art.	**3:** Create an original expressive composition implementing problem solving and organization skills. **3:** Understand composition. **3:** Awareness of culture, geography, styles, and meaning of Alaskan art within a historical perspective. **3:** Recognize elements and principles of art in personal and professional artwork. **3:** Name moods and feelings in art.	**3:** Create an original expressive composition implementing problem solving and organization skills. **3:** Understand composition. **3:** Recognize elements and principles of art in personal and professional artwork. **3:** Select a favorite from a group; express why. **3:** Name moods and feelings in art.	**3:** Create an original expressive composition implementing problem solving and organization skills. **3:** Understand composition. **3:** Recognize elements and principles of art in personal and professional artwork. **3:** Name moods and feelings in art. **3:** Understand human-made environments.

ASD ACADEMIC PLAN – ELEMENTARY VISUAL ARTS

Fourth Grade
Grade Level: 4
Length: Year
Prerequisites: None
Repeatable for additional credits: N/A

Overall Goals:

- Brainstorm multiple approaches to a creative art or design problem.
- Develop technical skills and explore different approaches to art-making.
- Use tools and materials safely; learn how to care for tools and materials to preserve their quality.
- Revise artwork in progress after self-reflection and peer discussion.
- Analyze how changing technology changes art throughout the ages.
- Through observation, infer information about the time, place and culture in which a work of art was created.

Year At A Glance:

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
4: Use the elements/principles of design to create a work of art. 4: Develop confidence in expressing ideas feelings in artwork.	4: Use the elements/principles of design to create a work of art. 4: Develop confidence in expressing ideas feelings in artwork. 4: Identify styles and function of artist throughout history. 4: Use critical thinking skills to evaluate a work of art.	4: Use the elements/principles of design to create a work of art. 4: Develop confidence in expressing ideas feelings in artwork. 4: Demonstrate an appreciation for their art and that of others. 4: Use visual clues (styles) to identify art forms and their origins.	4: Use the elements/principles of design to create a work of art. 4: Get ideas from the world around them and explore techniques. 4: Develop confidence in expressing ideas feelings in artwork.

ASD ACADEMIC PLAN – ELEMENTARY VISUAL ARTS

Fifth Grade
Grade Level: 5
Length: Year
Prerequisites: None
Repeatable for additional credits: N/A

Overall Goals:

- Combine ideas to generate an innovative concept.
- Demonstrate quality craftsmanship though care for and use of materials, tools and equipment.
- Describe and visually document places and objects of personal significance.
- Using art vocabulary, create artist's statements to describe personal choices.
- Identify and analyze the meaning of symbols in art. Think about their cultural significance.
- Identify how art is used to inform or change beliefs, values or behaviors in an individual or society.

Year At A Glance:

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
5: Use organization and problem solving skills in creating art. **5:** Evaluate work, make changes, and critique when work is complete. **5:** Recognize non-verbal communication in art. **5:** Understand and recognize the elements and principles in their art. **5:** Use imagination as a source for symbolic expression. **5:** Create original, imaginative, and expressive works of art. **5:** Use visual clues (styles) to identify art forms and their origins.	**5:** Use organization and problem solving skills in creating art. **5:** Evaluate work, make changes, and critique when work is complete. **5:** Recognize art careers. **5:** Recognize non-verbal communication in art. **5:** Understand and recognize the elements and principles in their art. **5:** Use imagination as a source for symbolic expression. **5:** Create original, imaginative, and expressive works of art. **5:** Use visual clues (styles) to identify art forms and their origins.	**5:** Use organization and problem solving skills in creating art **5:** Evaluate work, make changes, and critique when work is complete **5:** Recognize non-verbal communication in art **5:** Understand and recognize the elements and principles in their art **5:** Use imagination as a source for symbolic expression **5:** Create original, imaginative, and expressive works of art **5:** Use visual clues (styles) to identify art forms and their origins	**5:** Use organization and problem solving skills in creating art. **5:** Evaluate work, make changes, and critique when work is complete. **5:** Recognize non-verbal communication in art. **5:** Understand and recognize the elements and principles in their art. **5:** Use imagination as a source for symbolic expression. **5:** Create original, imaginative, and expressive works of art. **5:** Use visual clues (styles) to identify art forms and their origins.

ASD ACADEMIC PLAN – ELEMENTARY VISUAL ARTS

Sixth Grade
Grade Level: 6
Length: Year
Prerequisites: None
Repeatable for additional credits: N/A

Overall Goals:

- Collaboratively combine concepts to generate innovative ideas.
- Demonstrate openness in trying new ideas, materials, methods and approaches in making works of art.
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- Use art-specific vocabulary to identify how art/artifacts made in different cultures or time periods reflect the lives and values of the people who made it.
- Analyze how art reflects changing times, traditions, resources, and cultural uses.

Year At A Glance:

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
6: Recognize and incorporate elements and principles of art in their own artwork. **6:** Interpret the different roles of artists in their community. **6:** Discuss art philosophy. **6:** Recognize the impact art has on the world.	**6:** Recognize and incorporate elements and principles of art in their own artwork. **6:** Express a variety of purposes of art. **6:** Interpret the different roles of artists in their community. **6:** Interpret the artist's meaning in their art and express a personal opinion. **6:** Recognize the impact art has on the world.	**6:** Recognize and incorporate elements and principles of art in their own artwork. **6:** Recognize the art from various cultures. **6:** Recognize the impact art has on the world.	**6:** Recognize and incorporate elements and principles of art in their own artwork. **6:** Interpret the different roles of artists in their community. **6:** Recognize the impact art has on the world.