

Tri-Village Art Elementary Curriculum Map Sequence-Yearly

Grade	Standards	Media	Artist/book	Elements/Design	Content	Cultural concept (can intertwine)
K	Creating Perform Respond Connecting Each project will focus on one or two stands.	Paint Crayons Tempra cakes Stamping Tearing Scissors when needed Glue sticks	Kandinsky Van Gogh Mondrian	Color Shape Texture Line-curvey	Shapes Feelings Seasons	Art Appreciation on Self Expression
1	Creating Perform Respond Connecting Each project will focus on one or two stands.	All above+ Markers Sculpture Liquid glue Drawing	Alam Woodsy Roy Lichenstein	Color Shape Texture Line Form Value Primary and secondary colors	Pattern Bugs Senses Families Collages Cave art	Ancient Art
2	Creating Perform Respond Connecting Each project will focus on one or two stands.	All above+ Fibers Oil pastels Introduce tempera cakes Basic clay	Warhol Dali Pollock Picasso Jim Dine	Color Shape Texture Line Form Value Primary and secondary colors	Sense of space High enthusiasm 1-point perspective	Folk Art
3	Creating Perform Respond Connecting Each project will focus on one or two stands.	All above+ Oil pastels and chalk pastels Can use different brush and marker sizes	Monet Keith Haring	Color Shape Texture Line Form Value Space Lines Shapes- organic nonorganic Color mixing	Introduce museums 1&2 point perspective	Modern Art

4	Creating Perform Respond Connecting Each project will focus on one or two stands.	All above Multi-layered collages Sculpture Coil pots Watercolor Printmaking with brayers	Frida Kahlo Jeff Koons	Gesture drawings More realism Depth All Elements and Principles of Design Viewpoint	Self Portraits Observation Show murals class mural? Perspective revisited Concentric	Community Art (Public)
5	Creating Perform Respond Connecting Each project will focus on one or two stands.	All the above Acrylic Paint Printmaking with brayers and found objects?	Jasper Johns Hokusai Grant Woods	All Elements and Principles of Design Positive and Negative Color Theory Introduce the Rubric toward the end of the year	Early Settlements, 3D sculptures Shading and value with highlights Students interested based projects Video Games? Sports?	Indigenous Art
6	Creating Perform Respond Connecting Each project will focus on one or two stands.	Watercolor-Liquid sculpture? Plaster Paris Sewing Scratch-art	Ted Harrison Jim Dine Yayoi Kusama	All Elements and Principles Color Theory Add in the Rubric Full time Will be graded	Interest-based projects Video Games? Sports?	Futurism/Op art

Understanding Skill Levels

What To Expect at Different Ages and Grades Based on the Most Common Media.

K Many kindergarteners (5-6-year-olds) are brand new to the school and I'll often find a wide spread of fine motor skills within each class. What they might lack in skills, they make up for in enthusiasm, curiosity, and creativity. Effective lessons for students at this age are short and repetitive. Repetition is essential in kindergarten because it encourages students to experiment and gives them time to develop awareness. Perceptual development is intense at this age, and experiences that stimulate multiple senses such as sound, touch, and smell work particularly well.

Developmentally Appropriate Materials:

- Black oil pastels for drawing

- Paintbrushes; the thicker the handle, the better
- Crayons, oil pastels, and cake tempera paint
- Scissors, but tearing paper is a great fine motor skill builder

Most Kindergarteners:

- Can hold a drawing tool; the thicker the better
- Love to draw lines, especially squiggles, and circles
- Can handle scissors. Younger kindergarteners might struggle, but the more practice, the better they get

Suggestions for Discussion

Have students engage in exercises to identify the elements of art. For example, a guided-looking activity could focus on color, shape, and line elements. Asking questions that call on students to compare things that are alike and different is also effective at this grade level.

Suggestions for Art Production

Encourage intuition and spontaneous expression by providing a variety of materials. This allows for free expression of ideas and space. For example, in one activity I can give students access to different types of paint (watercolors, poster paint, tempera), crayons, pens, pencils, and papers of various colors and sizes to give them choices and experience with wet, dry, opaque, and transparent media.

Two-dimensional production:

Large-sized paper and large brushes allow these students, who are still developing fine motor skills, to make big gestures. Students can use paint to explore color and color mixing. Develop students' abilities to recognize the names of art tools and describe their functions.

Three-dimensional production:

Clay and clay substitutes teach additive and subtractive concepts. Students can explore texture by constructing three-dimensional sculptural collages.

What To Expect at Different Ages and Grades Based on the Most Common Media.

1st Most first-grade students (6-7 years old) have grown in leaps and bounds from their kindergarten counterparts. They enjoy learning to draw new things and their painting skills are improving, though some might struggle with smaller details. First and second-graders are easily engaged and are interested in many things. It is important to present one idea or tool at a time to them to support their cognitive abilities. At this age, they particularly enjoy fantasy and make-believe. These students are moving from an egocentric outlook to an awareness of the world as it functions beyond their direct experience. They are refining their motor skills and have a strong interest in making things. At this age, students have a hard time with abstract concepts. They do not engage with things that they cannot see in front of them. First and second-graders are interested in artworks depicting subjects that are familiar to them, such as animals, families, and people engaged in everyday activities.

When looking at a work of art, students are able to:

- learn and use new vocabulary.
- identify details.
- identify artistic media.
- identify primary and secondary colors and discuss how color relates to feelings and moods.
- describe various types of lines.
- find basic geometric shapes and forms in their world—plants, animals, figures, etc.

Developmentally Appropriate Materials:

- Black oil pastels or permanent markers for drawing
- Various sizes of paintbrushes
- Liquid tempera paint for color mixing
- Painted paper, scissors, and glue sticks for creating collages

Most First Graders:

- Are learning to use a paintbrush effectively
- Understand line and shape
- Can follow a directed line drawing well
- Love to mix paint
- Enjoy adding details in collages and drawings

Suggestions for Discussion

At this age students like ideas that have emotional appeal and encourage their imagination. Asking students to imagine that they are part of a work of art can be effective. They enjoy sharing their ideas and feelings with others, and inquiry that taps into this can lead to fruitful discussion if the teacher keeps the discussion to one concept. These students also like to learn and use new vocabulary. Describing elements in a work of art orally will develop their effective use of new words.

Suggestions for Art Production

First graders need time to discover, experiment with, and manipulate new tools and media.

Two-dimensional production:

Explore a variety of tools and materials such as markers, charcoal, pastels, crayons, watercolor, and tempera. Provide different kinds of painting experiences so that students can experiment with spatter, sponge, and string techniques, as well as color blending. Crayons with color names printed on them will develop students' color vocabularies.

Three-dimensional production:

Students at this age are interested in three-dimensional construction and will enjoy mask making, sculpting in clay, creating dioramas, weaving, and puppet making.

What To Expect at Different Ages and Grades Based on the Most Common Media.

2nd In second grade (7-8-year-olds), there seems to be a divide between students who have advanced drawing skills while others are still struggling to hold scissors. The key to this grade level is to choose lessons that all students can be successful with to keep enthusiasm high. Second-graders are easily engaged and are interested in many things. It is important to present one idea or tool at a time to them to support their cognitive abilities. At this age, they particularly enjoy fantasy and make-believe. These students are moving from an egocentric outlook to an awareness of the world as it functions beyond their direct experience. They are refining their motor skills and have a strong interest in making things. At this age, students have a hard time with abstract concepts. They do not engage with things that they cannot see in front of them. First and second-graders are interested in artworks depicting subjects that are familiar to them, such as animals, families, and people engaged in everyday activities.

When looking at a work of art, students are able to:

- learn and use new vocabulary.
- identify details.
- identify artistic media.
- identify primary and secondary colors and discuss how color relates to feelings and moods.
- describe various types of lines.
- find basic geometric shapes and forms in their world—plants, animals, figures, etc.

Developmentally Appropriate Materials:

- Black permanent markers and oil pastels for drawing
- Scissors and liquid glue for creating more detailed collages
- A variety of paint types: liquid and cake tempera
- Clay and basic clay tools

Most Second Graders

- Can clean paintbrushes between colors in water or on a placemat
- Follow line drawings well
- Use scissors well enough for most projects
- Can draw simple objects from observation
- Are developing a sense of space in their artwork

Second graders need time to discover, experiment with, and manipulate new tools and media.

Two-dimensional production:

Explore a variety of tools and materials such as markers, charcoal, pastels, crayons, watercolor, and tempera. Provide different kinds of painting experiences so that students can experiment with spatter, sponge, and string techniques, as well as color blending. Crayons with color names printed on them will develop students' color vocabularies.

Three-dimensional production:

Students at this age are interested in three-dimensional construction and will enjoy mask making, sculpting in clay, creating dioramas, weaving, and puppet making.

What To Expect at Different Ages and Grades Based on the Most Common Media.

3rd- Third graders (ages 8-9) are in the magical age of art-making. They are skilled, love to learn, and can both draw well and paint effectively. Third-grade students are very social and feel a strong need to belong to a peer group. They are eager to please and cooperate with a teacher, but can also work independently. They have begun to develop the visual acuity to recognize details and to understand how objects are depicted in two dimensions. As a result, their drawings will include greater detail than those of younger children. They can see the difference between two- and three-dimensional space, but may not be able to represent the third dimension themselves. Advanced students will begin to experiment with concepts related to three-dimensional rendering such as color and size difference, overlapping, and one-point perspective. These students find realistic works of art easier to understand than abstract ones. They understand and experiment with composition, and recognize symmetry and asymmetry. They can also distinguish between genres of art such as portrait, landscape, and still life. When looking at works of art, these students want to know why and how things were made, how long it took to make them, and, if functional, how they work.

When looking at a work of art, students are able to:

- discuss differences and similarities in form and shape of body parts and architectural elements.
- identify three-dimensional forms such as cubes, spheres, and cones.
- find examples of line repetition and pattern.
- understand viewpoints, such as "bird's eye" (something depicted as if from a very high vantage point) and "worm's eye" (something depicted as if from a very low vantage point).
- explain basic perspective using foreground, middle ground, and background.
- identify genres such as portrait, still life, and landscape; and media such as marble, paint, photography, wood, etc.

Developmentally Appropriate Materials:

- Black permanent marker or oil pastels for drawing
- Clay and more advanced clay tools, including rolling pins
- A wide array of painting materials and paintbrush sizes
- Markers, oil pastels, and chalk pastels for coloring

Most Third Graders

- Can correctly hold a drawing tool
- Can cut well with scissors
- Can construct simple paper-mâché projects

Suggestions for Discussion

Students at this age like to talk and listen. They are able to interpret and speculate about meaning, interact as a group, and respond to questions. Thus, discussions work well at this age. Independent discussion of a specific idea in small groups can also be effective. Discussions in which students

articulate how a work of art makes them feel and what they like or do not like about it will build critical thinking skills and vocabulary.

Suggestions for Art Production

Manipulative media, such as weaving and clay, help refine small muscle growth, which leads to greater control in handling tools. Group projects like murals and quilts can be successful with this age group because they reinforce social connections and offer a sense of belonging to a group.

Two-dimensional production:

Students at this age like to create works of art from their own stories and imaginations. Pairing a writing assignment with an art assignment will make this connection. Students are ready to practice basic skills for representing three dimensions, such as single-point perspective or adjusting size to pictorial space (large in the foreground, small in the background).

Three-dimensional production:

Art projects such as origami, macramé, beadwork, and jewelry making, and paper-mâché satisfy students' interest in how objects are made and refine fine motor skills.

What To Expect at Different Ages and Grades Based on the Most Common Media.

4th- Fourth graders (9-10-year-olds) are beginning to gauge their ability in art compared to their peers. Kids this age are excited to learn how to draw things and discover new techniques.

Fourth-grade students are very social and feel a strong need to belong to a peer group. They are eager to please and cooperate with a teacher, but can also work independently. They have begun to develop the visual acuity to recognize details and to understand how objects are depicted in two dimensions. As a result, their drawings will include greater detail than those of younger children. They can see the difference between two- and three-dimensional space, but may not be able to represent the third dimension themselves. Advanced students will begin to experiment with concepts related to three-dimensional rendering such as color and size difference, overlapping, and one-point perspective. These students find realistic works of art easier to understand than abstract ones. They understand and experiment with composition, and recognize symmetry and asymmetry. They can also distinguish between genres of art such as portrait, landscape, and still life.

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- understand viewpoints, such as "bird's eye" (something depicted as if from a very high vantage point) and "worm's eye" (something depicted as if from a very low vantage point).
- explain basic perspective using foreground, middle ground, and background.
- identify genres such as portrait, still life, and landscape; and media such as marble, paint, photography, wood, etc.

Developmentally Appropriate Materials:

- Black permanent markers for drawing
- Multi-layered collages, including drawing on top of collaged pieces
- Printmaking materials, including stamps
- Liquid tempera, watercolor, and oil pastels to create form with value

Most Fourth Graders:

- Can weave, build coil pots and build papiermâché forms
- Love to draw realistic things like animals and buildings
- Have a more in-depth understanding of space in an artwork
- Enjoy mixing new colors and achieving more intricate details with pan watercolor

Suggestions for Discussion

Students at this age like to talk and listen. They are able to interpret and speculate about meaning, interact as a group, and respond to questions. Thus, discussions work well at this age. Independent discussion of a specific idea in small groups can also be effective. Discussions in which students articulate how a work of art makes them feel and what they like or do not like about it will build critical thinking skills and vocabulary.

Suggestions for Art Production

Manipulative media, such as weaving and clay, help refine small muscle growth, which leads to greater control in handling tools. Group projects like murals and quilts can be successful with this age group because they reinforce social connections and offer a sense of belonging to a group.

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Three-dimensional production:

Art projects such as origami, macramé, beadwork, and jewelry making, and paper-mâché satisfy students' interest in how objects are made and refine fine motor skills.

What To Expect at Different Ages and Grades Based on the Most Common Media.

5th- Fifth graders (10-11-year-olds) are very aware of their own skills in artmaking as well as those of their peers.

They can focus on a variety of art subjects and love learning practical and challenging skills like perspective.

Students at this age are starting to become aware of social structures—from peer groups to global societies. They are interested in the environment, their local community and national roles, and social issues. Their own place in the world is not, however, their only concern. These students are sensitive to personal issues such as bodily functions, grooming, their own perceived inadequacies, and social status. Students will discuss likes, dislikes, and issues, and express their opinions. But they often value standards of beauty or success seen in popular culture.

Students at this age might be both analytical and emotional in their approach to making art. Their motor skills and ability to represent the world will be advanced enough that they will begin to develop their own individual styles. They are able to tackle long-term, multi-step projects, and if given encouragement will expand their artistic horizons with new tools and techniques.

When looking at a work of art, students are able to:

- identify light sources and discuss the depiction of light and shadow.
- identify positive and negative space.
- discuss concepts of hue, value, and intensity in color.
- analyze how an artist achieved a textural effect.
- recognize genres and media.
- speak to the impact a work of art has on their emotions.
- recognize works of artists based on style.

Developmentally Appropriate Materials:

- Black permanent marker or oil pastels for drawing
- Three-dimensional sculpture materials
- Acrylic paint; many students are ready to transition from liquid tempera paint
- Pan watercolor
- Multi-layered collages

Most Fifth Graders:

- Love learning new drawing skills
- Desire to add realism with shading and highlights
- Enjoy projects that are more contemporary than traditional

Suggestions for Art Production

After years of short classroom art projects, these students are ready for a more in-depth artistic experience. Research, field trips, and new techniques and materials can be useful components of a multi-step art project. Reinforce appropriate vocabulary so that students can articulate their process.

Two-dimensional production:

Have students practice making lines of all types through drawing exercises such as gesture and contour drawings, and shading techniques such as hatching or cross-hatching. These students will be ready to learn some advanced techniques for creating three-dimensional space including gradations of color, one- and two-point perspective, soft and sharp shadows, changes in scale, overlapping, and experiments with various light sources. Encourage them to be creative in finding new applications for media and tools.

Three-dimensional production:

Working with three-dimensional materials offers students opportunities for visual and tactile thinking. Incorporate design planning into the process by having students make sketches, preparatory drawings, blueprints, and three-dimensional models before completing the final work of art.

What To Expect at Different Ages and Grades Based on the Most Common Media

6th Sixth graders (11-12 year olds) are officially young adults. They may push the limits at times, but can also accept more responsibility than younger grade levels and take additional privileges seriously. Students at this age are starting to become aware of social structures—from peer groups to global societies. They are

interested in the environment, their local community and national roles, and social issues. Their own place in the world is not, however, their only concern. These students are sensitive to personal issues such as bodily functions, grooming, their own perceived inadequacies, and social status. Students will discuss likes, dislikes, and issues, and express their opinions. But they often value standards of beauty or success seen in popular culture.

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- recognize genres and media.
- speak to the impact a work of art has on their emotions.
- recognize works of artists based on style.

Developmentally Appropriate Materials:

- Pencils, black permanent markers, and rulers for drawing
- Pan watercolor
- Acrylic paint for mixing colors
- Oil pastels and chalk pastels to create a sense of form
- Multi-media collages and technology

Most Sixth Graders:

- Like to do more advanced work like detailed line work and shading
- Are very capable with most form-based projects, especially ceramics
- Would prefer to use technology over any other medium
- Can draw well from observation

Suggestions for Art Production

After years of short classroom art projects, these students are ready for a more in-depth artistic experience. Research, field trips, and new techniques and materials can be useful components of a multi-step art project. Reinforce appropriate vocabulary so that students can articulate their process.

Two-dimensional production:

Have students practice making lines of all types through drawing exercises such as gesture and contour drawings, and shading techniques such as hatching or cross-hatching. These students will be ready to learn some advanced techniques for creating three-dimensional space including gradations of color, one- and two-point perspective, soft and sharp shadows, changes in scale, overlapping, and experiments with various light sources. Encourage them to be creative in finding new applications for media and tools.

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Ohio's Learning Standards for Fine Arts: Visual Arts

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

Kindergarten- Creating

K.1CR Explore environments and experiences to generate original artmaking ideas.

K.2CR Engage in self-directed play with various materials.

K.3CR Discover how the elements of art can be used in artmaking.

Performing

K.1PE Demonstrate a willingness to try new processes.

K.2PE Explore a variety of materials and tools to create works of art.

K.3PE Communicate an idea using the elements of art.

Responding

K.1RE Use visual art vocabulary to distinguish between art forms.

K.2RE Describe processes used to make art.

K.3RE Observe and describe works of art.

Connecting

K.1CO Connect ideas, stories and personal experiences to works of art.

K.2CO Consider and discuss why people create and enjoy works of art.

K.3CO Share personal responses to works of art and acknowledge the opinions of others.

GRADE 1- Creating

1.1CR Differentiate between personal ideas and the ideas of others when developing artmaking concepts.

1.2CR Explore materials to devise imagery and symbols.

1.3CR Experiment with various elements of art to communicate meaning.

Performing

1.1PE Develop independence during artmaking.

- 1.2PE Engage with materials and tools to develop artmaking skills.
- 1.3PE Convey ideas and emotions using the elements of art.

Responding

- 1.1RE Describe the meaning of symbols and images in works of art.
- 1.2RE Recognize and identify strengths in personal artwork.
- 1.3RE Explore and describe how works of art are produced.

Connecting

- 1.1CO Use historical and cultural works of art to answer questions about daily life.
- 1.2CO Identify examples of art and artists in students' everyday lives.
- 1.3CO Communicate personal emotions and read emotional content in works of art.

GRADE 2- Creating

- 2.1CR Generate artmaking ideas from multiple sources.
- 2.2CR Combine materials to explore personal artistic ideas.
- 2.3CR Investigate ways to organize elements of art to express meaning.

Performing

- 2.1PE Show perseverance in the creative process.
- 2.2PE Apply increasing skill in the appropriate use of materials and tools.
- 2.3PE Produce works that intentionally incorporate the elements of art.

Responding

- 2.1RE Compare works of art using descriptive language.
- 2.2RE Use self-assessment strategies with current artworks to inform future artmaking.
- 2.3RE Share personal interpretations of works of art.

Connecting

- 2.1CO Recognize and discuss the different ways in which art communicates ideas and serves many purposes.
- 2.2CO Analyze how art, exhibited inside and outside of schools, contributes to communities.
- 2.3CO Respect and support peer ideas and creativity.

GRADE 3- Creating

- 3.1CR Identify problems as sources in preparation for artmaking.
- 3.2CR Investigate artistic challenges using various materials and tools.
- 3.3CR Experiment with the elements of art to explore connections with the principles of design.

Performing

- 3.1PE Demonstrate flexible thinking in revising personal works of art.

- 3.2PE Demonstrate expressive and purposeful use of materials and tools.
- 3.3PE Use principles of design to arrange the elements of art.

Responding

- 3.1RE Compare and contrast personal interpretations of works of art with those of peers.
- 3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks.
- 3.3RE Generate and defend established criteria for determining what is a work of art.

Connecting

- 3.1CO Understand that the context impacts the creation, interpretation and perception of an artwork.
- 3.2CO Explain the reasons and value of documenting and preserving works of art.
- 3.3CO Consider the opinions of others when working toward a common goal in art.

GRADE 4- Creating

- 4.1CR Discover and solve problems of personal relevance and interest when developing artmaking ideas.
- 4.2CR Select materials and processes to solve artistic problems.
- 4.3CR Consider the elements of art and principles of design to create visually effective compositions.

Performing

- 4.1PE Engage and persist in artistic risk-taking.
- 4.2PE Select and vary materials, tools, and processes to achieve innovative outcomes.
- 4.3PE Utilize innovative ways to apply the elements of art and principles of design.

Responding

- 4.1RE Identify qualities that contribute to the design and meanings of works of art.
- 4.2RE Provide and receive constructive feedback for personal skill development.
- 4.3RE Analyze art forms, techniques, and artistic styles from a variety of cultures and historical periods.

Connecting

- 4.1CO Explore artists and works of art that impact the history and culture of Ohio.
- 4.2CO Explore universal themes expressed across arts disciplines.
- 4.3CO Demonstrate empathetic reactions in response to works of art.

GRADE 5 CONTENT STATEMENTS

- 5.1CR Experiment with various ideas to address contemporary issues.
- 5.2CR Investigate ideas and inform artmaking through available resources.

5.3CR Select and use the elements of art and principles of design to investigate interdisciplinary concepts.

Performing

5.1PE Incorporate constructive feedback throughout the artmaking process.

5.2PE Develop technical skills to strengthen artmaking.

5.3PE Communicate an interdisciplinary concept using the elements of art and principles of design.

Responding

5.1RE Use established criteria to assess works of art individually and collaboratively.

5.2RE Develop personal criteria to assess work and set goals for growth.

5.3RE Evaluate the relationship between works of art and human experiences.

Connecting

5.1CO Investigate works of art and the social and cultural contexts that shaped their creation.

5.2CO Recognize that art is a tool for advocacy and change.

5.3CO Evoke emotional responses for a desired outcome through works of art.

GRADE 6- Creating

6.1CR Reference multiple sources for visual expression.

6.2CR Brainstorm and experiment independently with ideas.

6.3CR Synthesize the elements of art and principles of design to plan works of art.

6.4CR Recognize ethical uses of visual resources.

Performing

6.1PE Compare and contrast various levels of artisanship.

6.2PE Identify technical skills that impact artmaking.

6.3PE Purposefully incorporates the elements of art and principles of design to construct works of art.

6.4PE Select artwork for an exhibition based on established criteria.

Responding

6.1RE Select relevant vocabulary to define and describe works of art.

6.2RE Identify self-assessment criteria to inform goals within the artmaking process.

6.3RE Describe how elements of art and principles of design are used in art criticism.

6.4RE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.

Connecting

6.1CO Identify how art reflects changing cultures over time.

6.2CO Identify the importance of lifelong involvement and advocacy in visual arts.

6.3CO Link observations, life experiences and imagination for personal and creative expression.

6.4CO Define a variety of aesthetic stances