

**Grade-by-Grade Fine Arts Content Standards
VISUAL ARTS**

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
1. Identify, describe, and interpret observed form	1. Identify describe, and interpret observed form	1. Identify, describe, and interpret observed form	1. Identify, describe, and interpret observed form	1. Identify, describe, and interpret observed form	
a. Identify colors, lines, and shapes found in the environment	a. Describe colors, lines, shapes, and textures found in the environment	a. Describe colors, lines, shapes, textures, and forms found in observed objects and the environment	a. Describe colors, lines, shapes, textures, forms, and space found in observed objects and the environment	a. Describe similarities and differences between the elements of art in observed forms	
b. Use colors, lines, and shapes to communicate ideas about the observed world	b. Represent observed form by combining colors, lines, shapes, and textures	b. Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, and form	b. Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, form, and space	b. Represent relationships among people, animals, and objects in visual compositions using selected elements of art in various combinations	
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	
a. Identify the subject matter of various works of art	a. Describe the subject matter of various works of art	a. Identify ways that artists represent what they see, know, feel, and imagine	a. Describe how artists use color, line, shape, texture, form, and space to represent what people, see, know, feel, and imagine	a. Compare and describe how artists communicate what they see, know, feel, and imagine using art vocabulary	
b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination	b. Use color, line, shape, and texture to represent ideas visually from observation, memory, and imagination	b. Use color, line, shape, texture, and form to represent ideas visually from observation, memory, and imagination	b. Use color, line, shape, texture, form, and space to represent ideas visually from observation, memory, and imagination	b. Represent ideas and feelings visually that describe what is seen, felt, known, and imagined	

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1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
3. Experiment with the elements of art and principles of design to develop personally meaningful compositions	3. Experiment with the elements of art and principles of design to develop personally meaningful compositions	3. Experiment with the elements of art and principles of design to develop personally meaningful compositions	3. Apply the elements of art and principles of design to develop personally meaningful compositions	3. Apply the elements of art and principles of design to develop personally meaningful compositions	
a. Explore and discuss how color, line, and shape are used in artworks	a. Explore and discuss how color, line, shape, and texture are used in artworks	a. Explore and discuss the qualities of color, line, shape, texture, and form in artworks	a. Identify how the elements of art and principles of design are used to communicate personal meaning in visual compositions	a. Describe how the elements of art and principles of design are organized to communicate personal meaning in visual compositions	
b. Use color, line, and shape to make artworks	b. Create artworks that use color, line, shape, and texture to express personal ideas	b. Use color, line, shape, texture, and form to communicate personal meaning in artworks	b. Select and use principles of design, such as pattern, contrast, repetition, and balance, to give personal meaning to visual compositions	b. Select and use principles of design, such as pattern, contrast, repetition, balance, rhythm/movement, and emphasis, to give personal meaning to visual compositions	

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
1. Determine ways in which works of art express ideas about self, other people, places, and events	1. Determine ways in which works of art express ideas about self, other people, places, and events	1. Determine ways in which works of art express ideas about self, other people, places, and events	1. Determine ways in which works of art express ideas about self, other people, places, and events	1. Determine ways in which works of art express ideas about self, other people, places, and events	
a. Observe works of art and identify ideas expressed by the artists	a. Observe works of art and describe ideas expressed by different artists	a. Observe works of art and identify ways that artists express ideas about people, places, and events	a. Observe works of art and describe how artists express ideas about people, places, and events	a. Identify different ways that artists use symbols to express ideas about self, people, places, and events in selected works of art	
b. Use selected works of art as inspiration to express ideas visually and verbally	b. Use selected works of art as inspiration to express ideas visually and verbally	b. Use selected works of art as inspiration to express ideas visually and verbally about people, places, and events	b. Select and use works of art as inspiration to express ideas visually and verbally about people, places, and events	b. Select symbols that represent important aspects of life to express personal meaning in visual compositions	
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	2. Identify and compare reasons why people create and use art by studying artworks and other sources of information	2. Identify and compare reasons why people create and use art by studying artworks and other sources of information	
a. Discuss and describe artworks with common themes or similar ideas expressed	a. Discuss and describe artworks with common themes or similar ideas expressed	a. Identify common themes or similar ideas expressed in artworks	a. Identify and compare common themes or ideas expressed in artworks	a. Identify techniques, processes, and materials used to create visual art	
b. Describe and share personal artworks	b. Identify reasons for creating personal artworks	b. Identify reasons artists create artworks, including personal reasons	b. Communicate a variety of reasons for creating artworks, such as feelings, experiences, events, places, and ideas	b. Describe the origins of selected techniques, processes, and materials used in the visual arts	

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VISUAL ARTS

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
3. Differentiate among works by artists representative of different cultures	3. Differentiate among works by artists representative of different cultures	3. Differentiate among works by artists representative of different cultures	3. Differentiate among works by artists representative of different cultures	3. Differentiate among works by artists representative of different cultures	
a. Discuss the subject matter of selected artworks from different cultures	a. Discuss and describe the common themes or subject matter of selected artworks from different cultures	a. Discuss and categorize selected artworks from different cultures by common theme and content	a. Discuss and categorize selected artworks from different cultures by common theme or content	a. Discuss and compare how selected artworks from different times or cultures are similar or different (e.g. common themes, content, form, and style)	
		b. Describe ways that selected artworks from different cultures are similar in content or have common themes	b. Describe ways that selected artworks from different cultures are similar in content or form or have common themes	b. Describe how attributes of form and style convey meaning in artworks from different times and cultures	
4. Describe processes used to interpret and express ideas in the visual arts and other disciplines	4. Describe processes used to interpret and express ideas in the visual arts and other disciplines	4. Describe processes used to interpret and express ideas in the visual arts and other disciplines	4. Compare processes used to interpret and express ideas in the visual arts and other disciplines	4. Compare processes used to interpret and express ideas in the visual arts and other disciplines	
a. Identify the visual qualities of works of art and the environment	a. Identify connections between the visual arts and other disciplines	a. Describe connections between the visual arts and other disciplines	a. Identify differences between the visual arts and other disciplines	a. Identify similarities and differences between the visual arts and other disciplines	
b. Explore and use a variety of visual arts processes to express ideas	b. Identify processes used to make art	b. Use processes from other disciplines to express ideas about the visual arts	b. Describe skills and processes in the visual arts and other disciplines used to express ideas	b. Compare skills and processes used in the visual arts and other disciplines to express ideas	
			c. Use processes common to the visual arts and other disciplines to express ideas	c. Select and use visual arts processes and similar processes used in other disciplines to express ideas	

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3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
1. Create images and forms from observation, memory, imagination, and feelings	1. Create images and forms from observation, memory, imagination, and feelings	1. Create images and forms from observation, memory, imagination, and feelings	1. Create images and forms from observation, memory, imagination, and feelings	1. Create images and forms from observation, memory, imagination, and feelings	
a. Explore art media, processes, and techniques	a. Experiment with art media, processes, and techniques and identify ways they can be used to express thoughts and feelings	a. Experiment with art media, processes, and techniques and describe ways they can be used to express thoughts and feelings	a. Experiment with art media, processes, and techniques and demonstrate a variety of ways they can be used to express meaning	a. Experiment with art media, processes, and techniques to generate ideas and express personal meaning	
b. Manipulate art media, materials and tools safely	b. Manipulate art media, materials, and tools safely	b. Manipulate art media, materials, and tools safely	b. Manipulate art media, materials, and tools safely	b. Manipulate art media, materials, and tools safely	
c. Create artworks that explore the uses of color, line, and shape, to express ideas and feelings	c. Create artworks that explore the uses of color, line, shape, and texture to express ideas and feelings	c. Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern and repetition, to express ideas, thoughts, and feelings	c. Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern, repetition, and contrast to express personal meaning	c. Create artworks that explore the uses of color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, and balance to express personal meaning	

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3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	
a. Explore ways images communicate ideas and feelings	a. Identify ways that artists develop ideas and feelings	a. Identify ideas that come from observation, memory, imagination , and feelings	a. Identify sources for ideas and procedures used to create artworks	a. Identify sources for ideas and describe the processes used to create artworks based on those sources	
b. Identify color, line , and shape in artworks	b. Identify color, line, shape , and texture in artworks that convey what they see, know, and feel	b. Identify color, line, shape, texture, form , and selected principles of design , such as pattern and repetition in artworks	b. Identify color, line, shape, texture, form, space , and selected principles of design , such as pattern, repetition , and contrast in artworks that convey what they see, know, and feel	b. Identify and describe color, line, shape, texture, form, space , and selected principles of design , such as pattern, repetition, contrast, and balance in artworks that convey what they see, know, and feel	

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4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Develop and apply criteria to analyze personally created artworks and the artworks of others	
a. Observe and respond to selected artworks	a. Observe , and respond to selected artworks	a. Observe and describe selected artworks , using art vocabulary to express personal responses	a. Observe and describe selected artworks , using art vocabulary to identify relationships between and among the elements of art and selected principles of design	a. Express opinions about selected artworks based upon the relationships between and among the elements of art and selected principles of design	
		b. Identify possible criteria for judging artworks by collaboratively interpreting exemplary models	b. Identify possible criteria for judging artworks using the elements of art and selected principles of design	b. Develop possible criteria for judging artworks collaboratively using the elements of art and selected principles of design	
		c. Use established criteria to judge personal artworks and the artworks of others	c. Use established criteria to judge personal artworks and the artworks of others	c. Use established criteria to justify responses about personal artworks and the artworks of others	

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1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Identify, describe, and interpret observed form	1. Identify, describe, and interpret observed form	1. Identify, describe, and interpret observed form	1. Identify, describe, interpret, and produce visual representations of the physical qualities of observed form	1. Identify, describe, interpret, and produce visual representations of the physical qualities of observed form	1. Identify, describe, interpret, and produce visual representations of the physical qualities of observed form
a. Describe similarities and differences between the elements of art in observed forms	a. Analyze ways that the elements of art, such as color, line, and shape are used to represent visual and tactile texture and movement in artworks	a. Analyze how physical qualities of people, animals, and objects are represented through the elements of art	a. Differentiate how artists represent physical qualities of observed forms in 2- and 3-dimensional artworks	a. Compare the physical qualities of observed forms in selected artworks, including the use of form, light and shadow, surface texture, detail, and spatial relationships	a. Describe how artists represent visual qualities such as spatial relationships, detail, and specific features of subject matter
b. Represent relationships among people, animals, and objects in visual compositions using selected elements of art in various combinations	b. Represent relationships among observed people, animals, and objects in a composition by selecting and using the elements of art to achieve specific effects	b. Compose and render from observation subject matter that shows 3-dimensional form, light and shadow, qualities of surface texture, detail, and spatial relationships	b. Compose and render from observation subject matter that shows 3-dimensional form, light and shadow, qualities of surface texture, detail, spatial relationships, and proportion	b. Compose, render, and describe observed subject matter that shows 3-dimensional form, light and shadow, qualities of surface texture, detail, spatial relationships, and proportion	b. Represent accurately in visual form spatial relationships, detail, and specific features of subject matter
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Interpret and communicate the meaning of art works	2. Interpret and communicate the meaning of art works	2. Interpret and communicate the meaning of art works
a. Compare and describe how artists communicate what they see, know, feel, and imagine using art vocabulary	a. Compare ways that artists use and communicate mood and point of view using art vocabulary	a. Analyze and compare how artists express thematic ideas using art vocabulary	a. Identify narrative conventions used by artists in selected artworks	a. Describe narrative conventions used by artists in selected artworks	a. Compare how artists use narrative conventions in selected artworks

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1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	2. Interpret and communicate the meaning of artworks	2. Interpret and communicate the meaning of artworks	2. Interpret and communicate the meaning of artworks
b. Represent ideas and feelings visually that describe what is seen, felt, known, and imagined	b. Create and describe artworks that communicate mood and point of view	b. Create and describe thematic artworks that communicate personal narratives	b. Create narrative artworks from observation, memory, and imagination that show settings and characters	b. Create narrative artworks from observation, memory, and imagination that show settings, characters, and action	b. Create narrative artworks from observation, memory, and imagination that show setting, characters, action, and differing points of view
3. Apply the elements of art and principles of design to develop compositions that convey personal meaning	3. Analyze the use of the elements of art and principles of design in order to plan and develop compositions that convey personal meaning	3. Analyze the use of the elements of art and principles of design in order to plan and develop compositions that convey personal meaning	3. Analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks	3. Analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks	3. Analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks
a. Describe how the elements of art and principles of design are organized to communicate personal meaning in visual compositions	a. Describe how the elements of art and principles of design are used to communicate personal meaning in visual compositions	a. Describe how artists use the elements of art and principles of design to organize visual compositions that convey personal thoughts and feelings	a. Identify and describe how artists use design concepts to organize the elements of art and principles of design to convey ideas, thoughts, and feelings	a. Compare and describe how artists use design concepts to organize the elements of art and principles of design to convey ideas, thoughts, and feelings in selected artworks	a. Analyze why artists may select specific design concepts to convey meaning in artistic exemplars
b. Select and use principles of design, such as pattern, contrast, repetition, balance, rhythm/movement, and emphasis, to give personal meaning to visual compositions	b. Select and use principles of design, such as pattern, contrast, repetition, rhythm/movement, balance, emphasis, variety, harmony/unity, and proportion, to give personal meaning to visual compositions	b. Select and use principles of design to create compositions that clarify ideas and feelings for the viewer	b. Use selected design concepts to organize the elements of art and principles of design to convey ideas, thoughts, and feelings	b. Identify ways to use the elements of art and principles of design to communicate ideas, thoughts, and feelings in planning personal artworks	b. Explain reasons for selecting specific design concepts to convey meaning in planning personal artworks

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Determine ways in which works of art express ideas about self, other people, places, and events</p> <p>a. Identify different ways that artists use symbols to express ideas about self, people, places, and events in selected works of art</p> <p>b. Select symbols that represent important aspects of life to express personal meaning in visual compositions</p>	<p>1. Determine ways in which works of art express ideas about self, other people, places, and events</p> <p>a. Analyze selected works of art and describe how different artists express ideas and feelings about human experience</p> <p>b. Describe the process used to select ideas, images, and forms to express meaning in visual compositions</p>	<p>1. Determine ways in which works of art express ideas about self, other people, places, and events</p> <p>a. Analyze and interpret the content of selected works of art and compare different ways artists express ideas and feelings about life experiences</p> <p>b. Select ideas, images, and forms to express personal meaning about life experiences in a visual composition</p>	<p>1. Compare and explain how works of art from various cultures communicate feelings, ideas, and universal themes</p> <p>a. Compare stylistic methods used by artists of different cultures to communicate feelings, ideas, and universal themes</p> <p>b. Explain how stylistic elements that represent a historical period, social context, or culture communicate feelings, ideas, or universal themes in a visual composition</p>	<p>1. Compare and explain how works of art from various cultures communicate feelings, ideas, and universal themes</p> <p>a. Identify the roles and functions of the visual arts in expressing ideas, events, and universal themes within and among cultural groups</p> <p>b. Select and describe images and forms from different times and places that explore similar universal themes about human experiences</p>	<p>1. Compare and explain how works of art from various cultures communicate feelings, ideas, and universal themes</p> <p>a. Analyze the roles and functions of the visual arts in expressing ideas, events, and universal themes within and among cultural groups</p> <p>b. Compare images and forms that explore universal themes about human experiences from different times and places</p>
<p>2. Identify and compare reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Identify techniques, processes, and materials used to create visual art</p>	<p>2. Explain differences between and among historical, social, or cultural reasons for creating and using art, by studying artworks and other sources of information</p> <p>a. Identify technologies, processes, and materials used to create visual art</p>	<p>2. Explain differences between and among historical, social, or cultural reasons for creating and using art, by studying artworks and other sources of information</p> <p>a. Identify artistic styles and forms of expression</p>	<p>2. Explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society</p> <p>a. Identify historical, social, and cultural themes in selected artworks that influence the beliefs, customs, or values of a society</p>	<p>2. Explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society</p> <p>a. Describe historical, social, and cultural themes in selected artworks that communicate beliefs, customs, or values of a society</p>	<p>2. Explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society</p> <p>a. Compare historical, social, and cultural themes in selected artworks that communicate beliefs, customs, or values of a society</p>

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2. Identify and compare reasons why people create and use art by studying artworks and other sources of information	2. Explain differences between and among historical, social, or cultural reasons for creating and using art, by studying artworks and other sources of information	2. Explain differences between and among historical, social, or cultural reasons for creating and using art, by studying artworks and other sources of information	2. Explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society	2. Explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society	2. Explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society
b. Describe the origins of selected techniques, processes, and materials used in the visual arts	b. Describe the origins of selected technologies, processes, and materials used in the visual arts	b. Describe the origins of selected forms of expression and stylistic innovations used in the visual arts	b. Plan artworks based on historical, cultural or social themes to communicate personal beliefs, customs, or societal values	b. Plan artworks that use symbolic images and forms to convey selected beliefs, customs, or values	b. Plan personal artworks inspired by universal themes that reflect aspects of daily life
3. Differentiate among works by artists representative of different times and cultures	3. Differentiate among works by artists representative of different times and cultures	3. Differentiate among works by artists representative of different times and cultures	3. Classify artworks by selected factors, including subject matter, style, and technique	3. Classify artworks by selected factors, including subject matter, style, and technique	3. Classify artworks by selected factors, including subject matter, style, and technique
a. Discuss and compare how selected artworks from different times or cultures are similar or different (e.g. common themes, content, form, style)	a. Compare selected artworks from different times or cultures to determine similarities and differences in theme, content, form, and style	a. Analyze a variety of artworks from different times or cultures to determine similarities and differences in theme, content, form, and style	a. Identify subject matter, styles, and techniques representative of various cultures and periods of art history.	a. Describe subject matter, styles, and techniques representative of various cultures and periods of art history	a. Compare similarities and differences in subject matter, styles, and techniques among various cultures and periods of art history
b. Describe how attributes of form, and style convey meaning in artworks from different times and cultures	b. Categorize attributes of theme, style, and form that convey meaning in artworks from different times and cultures	b. Use selected attributes of theme, style, and form to convey meaning in visual compositions	b. Incorporate attributes of representative subject matter, styles, and techniques from various cultures and periods of art history in personal artworks	b. Plan personal artworks that incorporate attributes of selected subject matter, styles, and techniques of various cultures and periods of art history	b. Plan personal artworks that interpret the unique styles and forms of different artists

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
4. Compare processes used to interpret and express ideas in the visual arts and other disciplines	4. Compare processes used to interpret and express ideas in the visual arts and other disciplines	4. Compare processes used to interpret and express ideas in the visual arts and other disciplines	4. Explain commonalities of content and process among the arts, humanities, and sciences	4. Explain commonalities of content and process among the arts, humanities, and sciences	4. Explain commonalities of content and process among the arts, humanities, and sciences
a. Identify similarities and differences between the visual arts and other disciplines	a. Identify common themes in art that relate to content explored in other disciplines	a. Compare common themes in art that relate to content explored in other content areas.	a. Identify themes, ideas, and issues common to the visual arts and other forms of human expression	a. Describe themes, ideas, and issues common to the visual arts and other disciplines	a. Compare ways in which themes, ideas, and issues in human experience are translated and expressed through the arts, humanities, and sciences
b. Compare skills and processes used in the visual arts and other disciplines to express ideas	b. Describe processes used in art and other disciplines to express ideas	b. Compare processes used in the visual arts and other content areas to express ideas	b. Identify processes common to the visual arts and other disciplines	b. Describe how visual arts processes and those of other disciplines are related	b. Apply problem solving strategies used among the arts, humanities, and sciences to solve visual problems
c. Select and use visual arts processes and similar processes used in other disciplines to express ideas	c. Demonstrate how visual arts processes are used to interpret and express ideas in the visual arts and other disciplines	c. Demonstrate how visual arts processes are used to interpret and express ideas in the visual arts and other content areas			

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3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Create images and forms from observation, memory, and imagination and feelings	1. Create images and forms from observation, memory, and imagination and feelings	1. Create images and forms from observation, memory, and imagination and feelings	1. Demonstrate how media, processes, and techniques communicate ideas and personal meaning	1. Demonstrate how media, processes, and techniques communicate ideas and personal meaning	1. Demonstrate how media, processes, and techniques communicate ideas and personal meaning
a. Experiment with art media, processes, and techniques to generate ideas and express personal meaning	a. Experiment with media, processes, and techniques to express thoughts and feelings that have personal meaning	a. Experiment with media, processes, and techniques to convey specific thoughts and feelings	a. Demonstrate fluency and originality in generating visual ideas by investigating media, processes, and techniques	a. Investigate media, processes, and techniques to demonstrate flexibility and elaboration in generating visual ideas	a. Apply components of the creative process to solve elegant problems in the visual arts
b. Manipulate art media, materials, and tools safely	b. Manipulate art media, materials, and tools safely	b. Manipulate art media, materials, and tools safely	b. Select and use a variety of tools, materials, processes, and techniques safely to solve specific visual problems	b. Select and use a variety of tools, materials, processes, and techniques safely to solve specific visual problems	b. Select and use tools, materials, processes, and techniques safely to solve specific visual problems
c. Create artworks that explore the uses of color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, and balance to express personal meaning	c. Create artworks that explore the uses of the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, and variety, to express personal meaning	c. Create artworks that explore the uses of the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, variety, and harmony/unity to express personal meaning	c. Create visual images or forms from observation, memory, and imagination to convey ideas and personal meaning with attention to 2- and 3-dimensional form, proportion, qualities of surface texture, detail, and spatial relationships	c. Create visual images or forms from observation, memory, and imagination to communicate ideas and personal meaning with attention to form, light and shadow, qualities of surface texture, detail, and spatial relationships	c. Create visual images or forms from observation, memory, and imagination to convey ideas and personal meaning with attention to point of view, detail, and spatial relationships

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3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	2. Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas	2. Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas	2. Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas
a. Identify sources for ideas and describe the processes used to create artworks based on those sources	a. Describe sources for ideas and compare the processes used to create artworks based on those sources	a. Describe how artists use the elements of art and principles of design to organize visual compositions	a. Experiment with visual ideas and concepts by manipulating the elements of art in visual compositions	a. Manipulate the elements of art and principles of design to develop and refine visual ideas and concepts	a. Communicate ideas and concepts by manipulating elements of art and principles of design to achieve specific visual effects
b. Identify and describe color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, and balance in artworks that convey what they see, know, and feel	b. Identify and describe color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, balance, and variety in artworks that convey what they see, know, and feel	b. Identify and describe the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, variety, and unity in artworks	b. Apply elements of art and principles of design to communicate specific ideas in visual compositions	b. Apply elements of art and principles of design to communicate specific ideas in visual compositions	b. Apply elements of art and principles of design to communicate specific ideas in visual compositions

**Grade-by-Grade Fine Arts Content Standards
VISUAL ARTS**

3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			3. Demonstrate understanding of processes for solving visual problems	3. Demonstrate understanding of processes for solving visual problems	3. Demonstrate understanding of processes for solving visual problems
			a. Identify processes used to generate and organize ideas	a. Describe the processes – strategies, techniques, and resources – used to generate and organize ideas to solve visual problems	a. Describe sources, references, and ideas used to solve visual problems
			b. Select and apply processes to organize ideas in a visual composition	b. Demonstrate facility with selected processes to organize ideas in a visual composition	b. Explain the creative process and ways in which artistic choices affect how artworks evolve over time

**Grade-by-Grade Fine Arts Content Standards
VISUAL ARTS**

4.0 Aesthetics and Criticism – Students will demonstrate the ability to make aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Analyze selected artworks using established criteria	1. Analyze selected artworks using established criteria	1. Analyze selected artworks using established criteria
a. Express opinions about selected artworks based upon the relationships between and among the elements of art and selected principles of design	a. Critique selected artworks using criteria based on the elements of art and selected principles of design	a. Compare selected artworks using art vocabulary derived from the elements of art and selected principles of design to discuss the content, forms, and artistic styles represented	a. Describe how the elements of art contribute to aesthetic response	a. Describe how the elements of art and principles of design contribute to aesthetic response	a. Analyze ways the elements of art and principles of design contribute to aesthetic response
b. Develop criteria for judging artworks using the elements of art and selected principles of design	b. Describe the relationship between the elements of art and principles of design and the aesthetic qualities of works of art	b. Establish criteria for judging artworks by collaboratively interpreting exemplary models	b. Determine the purposes and functions of artworks by analyzing their stylistic characteristics	b. Compare artworks using established criteria	b. Apply established criteria to determine the historical, social, and cultural contexts of artworks
c. Use established criteria to justify responses about personal artworks and the artworks of others	c. Use established criteria to justify personal responses to works of art	c. Use criteria recognized in exemplary models to support responses to personal artworks and the artworks of others	c. Identify ways that beliefs and values are communicated and reflected by the artworks of various cultures	c. Describe ways that beliefs and values are communicated and reflected by the artworks of various cultures	c. Analyze ways that beliefs and values are communicated and reflected by the artworks of various cultures

**Grade-by-Grade Fine Arts Content Standards
VISUAL ARTS**

4.0 Aesthetics and Criticism – Students will demonstrate the ability to make aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	2. Identify and apply criteria to evaluate personally created artworks and the artworks of others	2. Identify and apply criteria to evaluate personally created artworks and the artworks of others	2. Construct and apply different sets of criteria for making judgments about artwork	2. Construct and apply different sets of criteria for making judgments about artwork	2. Construct and apply different sets of criteria for making judgments about artwork
	a. Describe the aesthetic qualities of personal artworks and the artworks of others	a. Establish criteria for judging artworks by interpreting exemplary models	a. Identify criteria for analyzing how formal qualities, stylistic approaches, and cultural contexts affect viewers' responses to artworks	a. Describe criteria for analyzing various ways formal qualities, stylistic approaches, and cultural contexts affect the viewer's responses to artworks	a. Construct multiple sets of criteria for evaluating works of art from a variety of cultures
	b. Interpret artworks to establish criteria for making judgments	b. Describe, analyze, interpret, and make judgments about personal artwork and the artworks of others	b. Use verbal and written critiques to judge works by various artists	b. Communicate personal responses to artworks using self-generated criteria	b. Use verbal and written critiques to defend or challenge judgments of works of art by various artists
	c. Apply criteria evaluate personal artworks and the artworks of others	c. Apply predetermined criteria to assess personal artworks	c. Establish and apply a set of criteria for assessing personal artwork	c. Establish and apply a set of criteria for assessing artworks	c. Select, apply, and communicate criteria for making aesthetic judgments about personally created artworks and the artworks of others