Visual Arts
Visual Arts
An Introduction

What is Visual Arts?

Visual Arts in the public schools is both a body of knowledge and a series of activities. Quality programs in Visual Arts education can expand and give greater depth to the education of students as they become more interested, more involved, and more engaged in wanting to learn. Students should be given access to the study of the Visual Arts not just to become artists but to become better educated citizens.

In this document, Visual Arts content is divided into four major strands: history, criticism, aesthetics, and production. These strands are synonymous with those of Discipline Based Art Education (DBAE).1

DBAE as described in this document is an integral part of elementary and secondary Visual Arts. The content strands provide a broad, sequentially developed outline for including the Visual Arts in Grades K-12. They should be a source of enjoyment and delight, a new way of grasping an idea, or deeper insight into challenging the imagination. Art connects the generations as we study the past, search the present for new meanings, imagine, and dream of the future.

Why Include Visual Arts in the Curriculum?

Visual Arts is a universal language that has no boundaries and no limits. In a shrinking global society, art binds us and builds insight into other cultures and their historical values. As our society changes and technology becomes a dominate force, it is essential that students are provided with experiences that will allow them to be more sensitive, caring human beings. Recent extensive educational studies regarding brain function indicate that there are many reasons the Visual Arts play a central role in the education of every student. They

- Integrate basic neurological functions and aid student learning;
- Access multiple human intelligences;
- Develop higher-order thinking skills;
- Increase multicultural understandings;
- Enhance the learning environment;
- Generate self-esteem and positive emotional responses to learning; and
- Engage a variety of learning styles.

More specifically, the study of Visual Arts enables students to:

- Gain insight into and identify with the nature of creative, aesthetics acts;
- Acquire artistic skills in relation to activities involving their emotions and intellect;
- Learn some of the possibilities that accompany freedom of thought and action in relation to artistic pursuits;
- Understand what “environment” means so that, as adults, they can assume responsibility for its improvement through the arts;
- Acquire knowledge of and insight into art as cultural history;
- Learn to look on the act of seeing as an active perceptual process capable of clarifying visual phenomena; and

1 Getty Center for Education in the Arts. Discipline-Based Art Education. Los Angeles: Getty Center for Education in the Arts, 1991
- Acquire the ability to note and describe formal relationships between the elements of an art work and, consequently, to sense how such relationships relate to the meaning or content of the work.

**Vision of Visual Arts Education**

All students in Alabama deserve access to the rich education and understanding that the Visual Arts provides regardless of their backgrounds, talents, or abilities. If students are to continue to advance and shape the culture and society in which they live, they must utilize planning, decision making, problem-solving, synthesis, and evaluation—the higher-order thinking skills that the arts teach. Personal attributes, such as self-discipline, a collaborative spirit, and perseverance that are so necessary to the arts can produce an individual who enjoys life-long learning and succeeds in life.

**Connections**

Dance, Music, Theatre, and Visual Arts, cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. The goal of the art disciplines is to connect person and experience, to build the bridge between verbal and non-verbal expression, and connect logical and emotional. The arts have intrinsic value. They are worth experiencing for their own sake, providing benefits not available through any other means. Because each art discipline appeals to different senses and expresses itself through the different media, each adds a special uniqueness to the learning environment.

The arts should be taught in ways that connect them both to each other and to other subjects. Building connections in this way gives students the chance to understand the whole, the parts, and their relationships. Integrating and correlating the arts across the curriculum is essential to a well-rounded education. When children are taught to draw, they are taught to see. When children are taught to play a musical instrument or to sing, they are taught to listen. When children are taught to dance, they are taught how to move gracefully through life. When children are taught to act, they are taught how to express feelings. When children are taught to read or write, they are taught how to think. A better world is created when children's imaginations are nurtured.  

**Multicultural**

The arts have played a valuable role in recording the history of evolving cultures and civilizations. The cultural diversity of the world is a vast resource for arts education and should be used to help students understand themselves and others. Students need to learn and understand how the arts are connected to one another, to artistic styles, and the world's cultures. The issues of ethnicity, national customs, traditions, religion, and gender should be used to enhance basic knowledge and skills in the various arts disciplines.

**Inclusion**

All students deserve access to an education in and an understanding of the arts regardless of their background, talents, or abilities. Students with special needs should be included in arts programs from which they can greatly benefit. Students are capable of bridging the gap between visual, verbal, and fine motor skills regardless of levels of ability. It is up to the individual teacher to develop an assessment program to address the differences among students. The arts are a powerful source for reaching, motivating, and teaching all students.

**Technology**

Visual Arts instruction can be enhanced in every area by the use of technology. Students can access a variety of visual resources which will enhance their creativity. Students can research artists, styles, periods, techniques, and view museum works by using CD-ROMs and the Internet. They can experiment with compositional elements of art and principles of design by utilizing various drawing and painting software applications. They can create multimedia presentations and videos by using presentation programs, VCRs and laser discs. Technology provides to students and teachers another vehicle for creative artistic expression.

**Interdisciplinary**

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Many of the Visual Arts content standards strengthen and reinforce interdisciplinary connections. These standards utilize problem-solving skills that correlate with standardized achievement tests. Content and skill areas connected to the Visual Arts include:

**Math**: shape, form, line, measurement, symmetry  
**Language Arts**: written and verbal expression  
**Science**: investigation, exploration, experimentation  
**Social Studies**: study of cultures, historical time periods, and geographical areas  
**Health and Physical Education**: movement, human anatomy, safety

The connections between the Visual Arts and other art disciplines is central to the development of well-education students. Art disciplines connections include:

**Dance**: movement, shape, form, balance  
**Music**: rhythm, pattern, mood  
**Theatre**: scenery, costumes, make-up, graphic design

### Opportunities to Learn

The learning environment of a Visual Arts classroom fosters students' exploration, development, expression, and application of ideas. A Visual Arts facility must comply with local and state building codes and safety requirements. It must be accessible to all students, including those with special needs. An appropriate facility for Visual Arts should include:

- sinks with running water that are accessible and at an appropriate height for students at each grade level and for special needs students; teachers should have ready access to heated water  
- lighting of sufficient brightness for art work and must be placed appropriately throughout the room; and  
- ample storage, instructional, and display space. Adequate storage space is needed for storing hazardous equipment and supplies.

### Assessment

Valuable feedback about student progress in art is provided through the use of various assessment strategies and tools. One art assessment tool that is often used in other disciplines is the portfolio. "It provides an insight into how the student has grown creatively and which media and techniques have been explored."3 In addition to portfolios, several other assessment tools should be included in a quality art program:

- Individual Rating Scales to evaluate performance  
- Informal or Process Evaluation in which students make oral or written statements about art  
- Anecdotal Records such as sketch books, folders, and journals  
- Formal Critique of works of art either individually, or in small or large groups, tailored from simple critiques for beginning students to more advanced for more skilled students  
- Role-playing to explore functions and responsibilities of artists  
- Research  
- Longitudinal Assessment to evaluate each student’s progress from the beginning to the end of the course  
- Rubrics

With the implementation of a disciplined-based arts education approach, Visual Arts teachers have more types of learning to measure. With the identification of various learning styles, various assessment techniques can address all types of learning. Many forms of assessment help students by evaluating individual student progress and development at different stages. "Assessments, if well done, can measure and motivate learners to continue their quest for more knowledge."4 Alabama Course of Study: Arts Education

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4 Dunn, p. 64.
Alabama Course of Study: Arts Education

The Conceptual Framework for Visual Arts

As illustrated in the graphic below, content standards in the Visual Arts are organized into four major conceptual areas called strands: history, criticism, aesthetics, and production.

Visual Arts Content Strands

**History**—This provides students with knowledge of the hallmarks of past and present world civilizations and illustrates how art has reflected, communicated, and changed the thoughts, feelings, and beliefs of people.

**Criticism**—Ways for students to make works of art more meaningful by teaching them how to look at art, what to look for in art, and how to talk about art. It promotes perceptual discrimination, sensitivity, and judgment.

**Aesthetics**—Study of the nature of art helping students to understand what motivates people to make art as well as why and how art is used and valued by society. Aesthetics is the philosophy of beauty.

**Production**—Opportunity to express ideas and feelings in a variety of two and three dimensional forms. Production activities encourage individual creativity along with the rewards that come from the conscientious application of problem solving and technical skills.

The paint brush above represents the elements of art and principles of design as visual tools artists use to describe and implement works of art.
Program characteristics

*Creative Problem-Solving:* Generating multiple solutions to a given problem or project; choosing the most appropriate solution for implementation.

*Multicultural Awareness:* Understanding the cultural diversity of the world.

*Interdisciplinary Learning:* Exploring the concept that the Visual Arts also include math, history, language, and science. Visual Arts also compliment dance, theatre, and music.

*Technology:* Combining the creative spirit with technological advances in computer-generated imaging, video production, film-making, and photography.

*Critical Thinking Skills:* Analyzing, comparing, evaluating, interpreting, and synthesizing information and ideas.

*Life-Long Learning:* Maintaining throughout one’s life the curiosity experienced through Visual Arts Instruction.
Visual Arts education in Grades K-6 provides a strong foundation of minimum content upon which more advanced content can be found in subsequent grades. The strands of Discipline Based Art Education (DBAE), History, Criticism, Aesthetics, and Production form comprehensive and flexible organizers for the content standards. Through the study of History, young students actively explore the art of various artists and cultures, past and present. They examine and discuss the structure of art through Criticism. Students express their ideas and feelings about art through Aesthetics, and they create unique works of art through Production.

The K-6 content standards include the knowledge-based criteria of discovering, experimenting, observing, identifying, defining, and describing as well as the comprehension-based criteria of comparing, creating, and using.

A developmentally appropriate K-5 curriculum provides foundational content that effectively guides students through the stages of artistic development. Art created by young children, ages 4-7, include drawings characterized by objects floating around the paper, objects distorted to fit space, objects not in proportion to one another, and the depiction of the human figure as a head-feet symbol. At age four, students should be able to copy a square and at age five, a triangle. At the conclusion of this stage, a child should include arms, fingers, and toes to his drawing of a human figure as well as adding more details in clothing.

Some examples of developmental characteristics of children, ages 8 and 9, include using a schema, (the child’s particular plan of organization—drawing what they know without knowledge of design principles), a subjective space representation, a see-through drawing, and placing of objects on a baseline and using a skyline with the space between representing air. Gradually, the child’s artwork should reflect an active knowledge of the environment and multi-baselines should be used. The arms and legs of a figure should show volume and be correctly placed on the human form.

Connections can be made to the other arts disciplines by applying the examples of movement, pantomime, or musical interpretation to express feelings generated by a work of art. Connections also can be made to other core subject areas, such as studying the same cultures found in the Alabama Course of Study: Social Studies, to develop an appreciation of the diverse contributions of humanity. In science, students investigate various concepts such as the effects of light that casts shadows in a work of art. In visual arts as well as in mathematics, the concepts of shape, space, and form are studied. The verbal concepts used in language arts expression are utilized throughout the curriculum for students to talk about art. These timely connections make the study of visual arts a global learning experience. When the connections, experiences, and content standards are used, an imaginative classroom environment is created where young students can fully express themselves using their senses, a variety of materials, production methods, and current technologies.

Young children respond and grow in a curriculum in which art fundamentals are taught sequentially and are directed toward goals. They experience joy and self-confidence when they can use acquired skills and knowledge to solve artistic problems creatively.

In an authentic K-6 Visual Arts classroom, all students become artists. Through a hands-on approach they actively use artistic skills, ideas, and feelings. They make valuable connections to the way they perceive and imagine their world. They are learning to discriminate and make individual artistic choices. The role of the teacher is to facilitate this artistic learning by establishing a nurturing atmosphere conducive to exploration, creativity, and focus; by providing available resources and materials in which to study the content found in each of the strands of the curriculum; and by guiding students through appropriate developmental stages. In an inspired visual arts classroom, children will joyfully grow in their use, valuation, and appreciation of the visual arts and will use their art knowledge in their everyday lives to become life-long creative problem-solvers.

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Assessment of a student’s performance should be based on the objectives and performance criteria established in a teacher’s lesson plan. The teacher can assess if the goals have been met successfully by reviewing the criteria set by the lesson plan. An example of an assessment criteria might include: Does the product or process show evidence that the student has used or understands the concept of? A child’s age, maturity, special needs, and individuality need to be considered.

The Visual Arts curriculum can be used with all types of learning styles: kinesthetic, verbal, interpersonal, and intrapersonal, as well as visual, to assure that all children are actively involved in attaining the goal of visual arts literacy. DBAE strands can be combined by teachers in a lesson plan to provide a comprehensive perspective, or the strands can be approached through separate lessons. The examples provided in the content standards are suggestions. Teachers are encouraged to create and use other examples.

The Visual Arts content standards parallel the National Standards for Arts Education: Dance, Music, Theatre, Visual Arts: What Every Young American Should Know and Be Able to Do in the Arts in attempting to achieve the same arts literacy goals for Alabama’s students: using artistic approaches to problem-solving; making decisions where there are no set answers; making informed judgments about civic and cultural issues; and expressing thoughts and feelings through a variety of artistic modes.
Kindergarten
Visual Arts Content Standards

History

Students will

1. Describe differences in artistic styles.
   Examples: realistic, non-realistic

2. Describe what is observed in selected works of art.
   Example: Henry O. Tanner’s “The Banjo Lesson”

3. Identify subject matter in works of art.
   - Still Life
   - Landscape
   - Portrait

4. Identify different art forms.
   - Drawing
   - Painting

5. Discover ways people are involved in the visual arts within a community.
   Examples: designing billboards and newspaper advertisements

Criticism

6. Use vocabulary associated with looking at and talking about art.
   Examples: shape, line, color, pattern

7. Observe art in nature and in the environment.
   Examples: clouds, buildings, trees, flowers, birds

8. Identify features, similarities, and differences in art work.
   Examples: bright and dark, similar colors, objects

9. Identify media used in works of art.
   Examples: paint, clay, crayon
Visual Arts K

Aesthetics

10. Observe visual characteristics of forms that are natural and manmade.
   Examples: natural—line, shape, texture of rough surfaces, curved lines on trees
             man-made—shape and texture of concrete

11. Identify aesthetic qualities (moods, feelings, emotions) in both natural and man-made environments.
   Examples: a sunset, patterns on clothes, pretty flowers

12. Observe balance and repetition in forms that are natural and man-made.
   Examples: natural—flowers, leaves, clouds
             man-made—bricks, window

13. Describe the effect of light on objects.
   Example: casting shadows on the ground

14. Use resources in the community to identify qualities in art work.
   Examples: local artists, other teachers

15. Identify tactile qualities of the world around them.
   Examples: ridges on sea shells, bark of trees, smooth skin, soft cotton

16. Express feelings generated by a work of art.
   Examples: using movement, drawing, pantomime, puppetry, dramatic interpretation, musical interpretation

Production

17. Use a variety of two-dimensional processes and materials.
   Examples: using crayon, paint, and washable markers on various papers
             using finger painting materials,

18. Use a variety of three-dimensional production methods and materials.
   Examples: folding, cutting, bending, curling, pasting paper of different shapes, sizes, and weights; rolling, pinching, pressing, pulling out, and adding on clay
19. Identify colors.

- Red
- Yellow
- Blue
- Green
- Orange
- Violet

20. Experiment with mixing colors.

21. Recognize and use different kinds of lines and shapes.

- Curved
- Straight
- Round
- Square
- Triangle

22. Recognize different kinds of textures.

- Smooth
- Slick
- Fuzzy
- Rough
- Coarse

23. Observe lines, shapes, forms, textures, and color in nature.

Examples: observing the kinds of lines found in a tree, creating with crayon a line drawing of a tree, creating a rubbing of the bark of a tree, observing the color of the sky, creating a drawing using the colors observed in the sky

24. Use art to express ideas, feelings, moods.

Examples: drawing a picture that creates a happy feeling, painting a picture of something loved

25. Select and arrange materials in the creation of art.

Examples: arranging cut or torn shapes on a piece of paper, placing found objects—twigs, buttons, beads, yarn—on paper or board

26. Investigate and use visual relationships in a work of art.

Examples: placement and location: above and below, in front of, beside

27. Combine shapes to create new shapes.

Example: using circles, triangles, and squares to create a house

28. Use technology to investigate visual images.

Example: using computers to look at works of art
First Grade
Visual Arts Content Standards

History

Students will

1. Identify art associated with various cultures.
   Example: Native American

2. Compare differences in artistic styles.
   Examples: realistic, expressionistic

3. Describe what is observed in selected works of art.
   Examples: trees, sky, rocks, water, food, buildings, boats, animals, people, musical instruments

4. Identify subject matter in works of art.
   • Still Life
   • Landscape
   • Portrait
   • Genre pieces

5. Identify different art forms.
   • Drawing
   • Painting
   • Printmaking
   • Sculpture

6. Identify ways art records history.
   Examples: Grant Wood’s “American Gothic,” Winslow Homer’s “The Country School”

7. Discover ways that people are involved in the visual arts within a community.
   Examples: sign painters, interior decorators

8. Define selected visual art vocabulary.
   • Form
   • Subject
   • Object
   • Line
   • Shape
   • Color
   • Texture
Criticism

9. Identify various types of line.
   Examples: sharp, jagged, curved, smooth, straight, thick, thin, vertical, horizontal

10. Identify kinds of shapes.
    Examples: circles, squares, rectangles, triangles

11. Identify various kinds of textures.
    Examples: rough, soft, smooth, hard

12. Use vocabulary associated with looking at and talking about art.
    Examples: texture, shape, line, color, pattern

13. Observe and discuss art in nature and in the environment.
    Examples: shape, form, and pattern in leaves, clouds, buildings, rocks, trees, space

14. Observe, describe, and identify features, similarities, and differences in art work.
    Examples: repeated lines, shapes, rhythm, ideas, moods, colors, patterns, expression

15. Identify media used in works of art.
    Examples: paint, clay, crayon

16. Observe and describe balance in forms that are natural and man-made.
    Examples: petals on a flower, a see-saw, buildings

Aesthetics

17. Express feelings generated by a work of art.
    Example: discussing how the painting makes one feel

18. Identify aesthetic qualities (moods, feelings, ideas, emotions) in both natural and man-made environments.
    Examples: wallpaper patterns, sun shining through the trees

19. Observe and describe repetition in forms that are natural and man-made.
    Examples: lines in leaves, windows on a building
**Visual Arts 1st**

20. Observe and describe the effect of weather conditions on objects.
   
   Examples: sunshine fading colors of paper, rain washing sand sculptures

21. Use knowledgeable resources in the community to identify art work.
   
   Examples: local artists, designers

22. Observe visual and tactile qualities of the world around them.
   
   Examples: ridged shells, rough tree bark, smooth skin, soft cotton

23. Observe and discuss the visual characteristics of forms that are natural and man-made.
   
   Examples: natural—line, shape, texture (rough surfaces and curved lines on trees); man-made—lines, shapes, textures in a sculpture

### Production

24. Use a variety of two-dimensional processes and materials.
   
   Examples: using crayon, paint, and washable markers on various papers in an exploratory and manipulative way; using more than one color in finger painting; tearing and cutting all kinds of shapes from a variety of papers, arranging and fastening cut or torn shapes on a background; making texture rubbings; fastening cut-material to background with threads and yarn; using simple loom of heavy paper or heavy yarn

25. Use a variety of three-dimensional processes and materials.
   
   Examples: folding, cutting, curling, fringing, pasting, and slotting paper of different shapes, sizes, and weights; rolling, pinching, pressing, pulling out, and adding on clay; using simple tools in wood production

26. Recognize colors.
   
   • Red
   • Yellow
   • Blue
   • Green
   • Orange
   • Violet

27. Experiment with mixing colors.

28. Recognize neutrals.
   
   • Black
   • White
• Gray
• Brown

29. Experiment with mixing neutrals.

30. Recognize and use different kinds of lines and shapes.
   • Curved
   • Straight
   • Regular
   • Irregular
   • Round
   • Oval
   • Square
   • Rectangle
   • Triangle

31. Use different kinds of textures in creating works of art.
   Examples: collages, rubbings

32. Investigate line, shape, form, texture, and color through observation and production.
   Examples: observing the kinds of lines found in a tree, creating with crayon a line drawing of a tree, making a rubbing of the bark of a tree, observing the color of the sky, creating a drawing using the colors they observed in the sky

33. Explore the use of symbols and signs to communicate ideas.
   Examples: rocket or jet plane representing speed, turtle or snail representing slowness

34. Use art media and processes to express ideas, feelings, moods.
   • Drawing
   • Painting
   • Printmaking
   • Sculpture

35. Investigate and use visual relationships when creating a work of art.
   Examples: placement and location—above and below, between and beside, near and far, left and right

36. Combine shapes to create new shapes.
   Example: combining ovals, circles, and triangles to draw different animals

37. Use technology to investigate visual images.
   Example: viewing videos of works by selected artists

39. Utilize technology to identify qualities in art work.
   Example: using CD-ROMs to look at works of art
Visual Arts 1st
Second Grade
Visual Arts Content Standards

History

Students will

1. Compare art associated with various cultures.
   Examples: Japan, Africa

2. Compare differences in artistic styles.
   Examples: Realistic, Abstract

3. Describe what is observed in selected works of art.

4. Identify subject matter in works of art.
   • Still Life
   • Landscape
   • Portrait
   • Genre pieces

5. Identify different art forms.
   • Drawing
   • Painting
   • Printmaking
   • Sculpture

6. Explain ways art reflects and records history.
   Example: Jean Antoine Houdon’s George Washington

7. Discover ways people are involved in the visual arts within a community.
   Examples: industrial designing (cars, furniture), crafts, graphic arts

8. Define selected visual art vocabulary.
   • Subject
   • Object
   • Line
   • Shape
   • Color
   • Texture
   • Pattern
**Criticism**

9. Use vocabulary associated with looking at and talking about art.
   
   Examples: texture, shapes, line, color, pattern

10. Observe and discuss art in nature and in the environment.
    
    Examples: shape, form, and pattern in leaves, clouds, buildings, rocks, trees, space

11. Observe, describe, and identify features, similarities, and differences in art work.
    
    Examples: repeated lines, shapes, rhythm, colors, patterns

12. Identify media used in works of art.
    
    Examples: paint, clay, pencil

13. Identify aesthetic qualities (moods, feelings, ideas, emotions) in both natural and man-made environments.
    
    Examples: natural—reflections on water, man-made—patterns in floor tiles

14. Observe and describe balance and repetition in forms that are natural and man-made.
    
    Examples: natural—butterflies (symmetry)  
    man-made—bricks on a building (repetition)

**Aesthetics**

15. Express feelings generated by a work of art.
    
    Example: discussing how one is affected by a painting

16. Observe and describe the effect of varying conditions on objects.
    
    Examples: light, position, motion, size

17. Use resources in the community to discuss art work.
    
    Examples: local artists, artists in residence, parents, businesses, museums, university art departments

18. Use technology to explore art work.
    
    Examples: viewing laser discs and CD-ROMs, videos; exploring the Internet for drawings, paintings, architecture, and art history programs

19. Develop an awareness of visual and tactile qualities of the world around them.
Visual Arts 2nd

Examples: soft cat fur, smooth silk, hard bricks, rough sandpaper

20. Observe and discuss the visual characteristics of forms that are natural and man-made.

Examples: line, shape, texture, color, value-rough surfaces, and straight lines on buildings; line, shape, texture, color, value on a fish

Production

21. Identify basic tools and materials used in art production.

22. Use a variety of two-dimensional processes and materials.

Examples: using crayon, paint, and washable markers on various papers in an exploratory and manipulative way, combining crayon and paint in resist process; making monoprints and texture rubbings; stitching a design on coarse cloth

23. Use a variety of three-dimensional processes and materials.

Examples: gluing wood pieces together, making masks using paper and found objects

24. Recognize colors.

- Red
- Yellow
- Blue
- Green
- Orange
- Violet

25. Experiment with mixing colors.

26. Recognize neutrals.

- Black
- White
- Gray
- Brown

27. Experiment with mixing neutrals.

- Grays
- Browns
28. Recognize and use different kinds of lines and shapes.
   - Curved
   - Straight
   - Regular
   - Irregular
   - Round
   - Oval
   - Square
   - Rectangle
   - Triangle

29. Use different kinds of patterns and textures in creating works of art.
    Examples: crayon engravings, crayon rubbings

30. Investigate line, shape, form, texture, and color through observation and manipulation.
    Examples: observing the kinds of lines found on a fish, creating with crayon a line drawing of a fish, creating a print of the scales of a fish, observing the color of different fish, creating a drawing using the colors observed in a fish

31. Explore the use of symbols and signs to communicate ideas and feelings.
    Examples: dove representing peace, heart representing love

32. Use art forms to express ideas, feelings, and moods.
    - Drawing
    - Painting
    - Printmaking
    - Sculpture

33. Use visual relationships in creating a work of art.
    Examples: placement and location—above and below, between and beside, over and under, near and far, left and right

34. Combine shapes to create new shapes.
    Example: using a rectangle, a square, and two circles to draw a truck

35. Use technology to create visual images.
    Examples: using a clone tool (copy and paste) to create repeating patterns in wrapping paper designs, using appropriate drawing tools to create different shapes
Third Grade
Visual Arts Content Standards

History

Students will

1. Identify different periods of art.
   Examples: Prehistoric, Mississippian 1200 AD (Native American), Nineteenth Century Nigerian (African)

2. Relate some of the symbols different cultures use to portray common themes.
   Examples: crown representing royalty, arrow or spear symbolizing the hunt, heart representing love

3. Discuss the lives and times of artists based on the contents of their art work.

4. Describe subject matter in works of art.
   • Still Life
   • Landscape
   • Portrait
   • Genre pieces

5. Compare different types of art media.
   • Drawing
   • Painting
   • Printmaking
   • Sculpture

6. Define selected visual art vocabulary.
   • Elements of art: line, shape, and form, color, texture, value, space
   • Principles of design: balance, rhythm/repetition, movement, emphasis, variety, unity/harmony, proportion

7. Identify styles produced by individual artists.
   Examples: van Gogh—strong, bright colors (expressionistic)
              Dali—distorted clocks (surrealist)
              Remington—American western scenes (realistic)

8. Describe how artists express ideas in works of art.
   Examples: the pureness of the countryside expressed in Van Gogh’s The Starry Night, the feeling of triumph in Emmanuel Leutze’s painting of George Washington Crossing the Delaware
   Example: Surrealism to Realism

10. Discuss how art reflects and records history in various cultures.
    Example: Native American designs reflecting the connection between beliefs and nature

11. Describe ways people are involved in visual arts within a community.

**Criticism**

12. Use vocabulary associated with looking at and talking about art.
    Examples: elements of art and principles of design, composition

13. Describe the function of design within the environment.
    Examples: decorating garden and architecture with sculpture, depicting stories on walls or buildings with murals, using architectural styles to create houses

14. Describe subject matter, elements of art, and principles of design used in works of art.
    Examples: subject matter—cityscapes, still life, genre pieces elements of art—color, shape, line, texture principles of design—rhythm, pattern, balance medium—charcoal

15. Identify the focal point or center of interest, foreground, background, middle ground, and balance in a work of art.

16. Identify specific media in a work of art.
    Examples: paint, chalk, clay, paper, crayon

17. Discuss the emotional content of a variety of works of art.
    Examples: Byzantine Mural - *Empress Theodora and Her Attendants* Henri Rousseau - *The Peaceable Kingdom* Pablo Picasso - *The Three Musicians*

18. Use art terms to evaluate and justify an opinion about a work of art.

**Aesthetics**

19. Discuss how value, harmony, balance, and unity make a work of art aesthetically pleasing.
    Examples: Monet’s *Waterlilies*—relating colors throughout the painting and the balance of composition, Mondrian’s *Broadway Boogie Woogie*—using repetition and unity of colors and lines throughout the painting to create the feeling of life, energy, and movement
Visual Arts 3rd

20. Identify and discuss the relationships among works of art, individuals, and the societies in which they are created.
   Examples: Native American pottery used as vessels; Roman portrait sculpture created to show the status of high ranking officials

21. Discuss the ways art is created as a response to images, forms, nature, and experiences.
   Examples: Henry Moore’s maternal bond in Rocking Chair #2, Alexander Calder’s Lobster Trap and Fish Tail mobile depicting a fishing trip

22. Identify the different effects of positioning objects in a work of art.
   Examples: overlapping, value (light and dark), color (bright and dull), placement within the picture plane (foreground, middle ground, background)

23. Discuss how society expresses changes in values and beliefs through art forms.
   Examples: changing beliefs from the Medieval period’s emphasis on religion and the afterlife to the Renaissance emphasis on discovery and the “here-and-now”

24. Identify art in everyday life.
   Examples: architecture, signs, posters, computer graphics, television graphics

25. Compare and contrast different interpretations of the same subject or theme in art.
   Examples: Marc Chagall’s I and My Village, Grandma Moses’ village scenes

26. Investigate the visual and tactile qualities of the world around them.
   Examples: bumpy treads on tires, texture of an ice-cream cone

27. Describe the visual characteristics of forms that are natural and man-made.
   Examples: natural—lines on a snowflake, varied edges of tree forms man-made—curved lines in a sports car, straight lines of architecture,

28. Discuss feelings generated by a work of art.

29. Use technology to investigate visual images.
   Example: using Penn and Teller’s Behind the Scene art video series as a tool to investigate art

Production

30. Use art materials and tools safely.

31. Reproduce and create different visual and tactical textures.
   Example: reproducing the texture of wood, brick, and sandpaper by making a texture rubbing

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32. Produce graphic symbols, signs, and posters to communicate ideas.
   Examples: recycling, drug awareness, endangered species, historical symbols, book covers, story illustrations

33. Use the elements of art and principles of design to create a work of art.
   • Elements—line, shape and form, color, texture, value, space
   • Principles—rhythm/repetition, balance, emphasis, variety, unity/harmony
     movement

34. Investigate different careers in the visual arts. (See Arts-related Careers.)
   Examples: architect, comic book artist, computer artist

35. Describe different methods of production.
   Examples: crayon engraving, pottery, weaving (fiber arts)

36. Recognize color schemes.
   • Primary
   • Secondary
   • Intermediate (tertiary)

37. Experiment with mixing colors.

38. Produce art using different two-dimensional media and processes.
   Examples: drawing with crayon—point, side, and end; combine with thin paint as crayon resist; painting with tempera paint using a variety of brushes, sponges, fingers, and pieces of cardboard; printing with various found objects and cardboard stencils; cutting and tearing all kinds of paper into free, geometrical, or representational shapes; arrange and assemble in different ways; weaving on cardboard or wooden frame looms, stitching original designs with a variety of yarns; appliqueing original cut pieces of material, using two-dimensional expression to illustrate wall hangings and greeting cards

39. Produce art with a variety of three-dimensional media and processes.
   Examples: building forms with clay by the pinch and coil methods, cutting, assembling, and finishing forms of floral foam or soap; constructing objects using a variety of materials (popsicle sticks, chenille stems), constructing forms from paper by cutting on several folds, bending, slotting, fringing, curling, pasting

40. Use multimedia and technology to create visual imagery and design.
   Examples: using CD-ROMs, computer presentation applications, videos, computer drawing, painting, and printing applications
Fourth Grade
Visual Arts Content Standards

History

1. Discuss different periods of art.
   Examples: Renaissance, Mississippian Period of Art (Native American)

2. Compare symbols used by different cultures to portray common themes.
   Examples: printed symbols used by Indians of Alabama, Australian Aborigines

3. Interpret the lives and times of artists from the content of their art work.

4. Describe subject matter in works of art.
   - Still life
   - Landscape
   - Portrait
   - Genre pieces

5. Compare different art forms.
   - Drawings
   - Paintings
   - Sculptures
   - Prints
   - Architectural forms

6. Define selected visual art vocabulary.
   - Line
   - Balance
   - Color
   - Texture
   - Pattern
   - Space
   - Shape
   - Form
   - Foreground
   - Middleground
   - Background
   - Composition
   - Focal point
   - Rhythm/Repetition
   - Proportion
   - Movement
   - Emphasis
   - Variety
   - Unity/Harmony

7. Associate styles used by individual artists with the artist.
   Examples: Leonardo daVinci—Realism
              Pablo Picasso—Cubism
              Romare Bearden—Expressionism

8. Describe how artists use ideas and feelings to create works of art.
   Examples: feelings of happiness and sense of belonging in Doris Lee’s *Thanksgiving*; loneliness expressed in van Gogh’s *The Night Cafe*
9. Compare differences between artistic styles.
   Example: Abstract Expressionism to Realism

10. Discuss how art reflects and records history in various cultures.
    Examples: Raphael’s *The School of Athens* reflecting the spirit of discovery and the search for knowledge during the Italian Renaissance Period; Jacob Lawrence’s Migration Series recording African Americans’ flight to northern states

11. Describe ways that people are involved in the visual arts within a community.

**Criticism**

12. Describe functions of art within the total environment.
    Examples: functional sculpture—fountains, benches, playground equipment; urban improvement—murals on walls; transportation—bridges

13. Describe various aspects in a work of art.
    Examples: subject matter, elements of art, and principles of design, media

14. Analyze the composition in a work of art.
    Examples: focal point or center of interest, foreground, background, middle ground, balance

15. Identify specific media in a work of art.
    Examples: paint, chalk, clay, paper, crayon, computer-generated images

16. Observe and discuss the content of a variety of works of art.
    Examples: cave painting in Lascaux, France, Leonardo daVinci’s *The Last Supper*, Marc Chagall’s *I and the Village*

17. Use art terms to discuss a work of art.
    Examples: texture of the clouds, color of the sky, balance in composition, unity of the composition in René Magritte’s *The False Mirror*

18. Use technology to identify qualities of artwork.
    Examples: drawing, painting, art history and criticism programs on laser disc and CD-ROM, videos, Internet

**Aesthetics**

19. Determine how value, harmony, balance, and unity make a work of art aesthetically pleasing.
    Examples: Winslow Homer’s *The Gulf Stream*—balance between the contrast of the light and the dark values; Henry Moore’s *Family Group*—the movement of the line to create harmony in the sculpture

20. Discuss the relationships among works of art, individuals, and the societies in which they are created.
    Examples: Alabama artists inspired by their heritage and environment, restoration of old buildings to reflect the heritage of the past

21. Analyze ways art is created as a response to images, forms, nature, and experiences.
    Examples: Albert Bierstadt’s depiction of nature in *Looking Down Yosemite Valley*, Melissa Springer’s photographs of the South and their depicting southern heritage
Visual Arts 4th

22. Describe the different effects of positioning objects.
   Examples: overlapping, diminishing size, detail, and color brightness from near to far placement within the picture plane (foreground, middle ground, background)

23. Discuss how society expresses a change in values and beliefs through subject matter of various art forms.
   Example: changing from the old traditional southern paintings of cotton fields to the progressive paintings and photographs of cities, state parks, and people

24. Discuss where art is found in everyday life.
   Examples: architecture, fabric design, signs, posters, computer technology, graphic design

25. Compare and contrast different interpretations of the same subject or theme in art.
   Example: still life: Paul Cézanne’s Still Life With Apples and Peaches compared to William Harnett’s My Gem

26. Identify visual and tactile qualities of the environment.
   Examples: the roughness of concrete, the smoothness of metal or glass

27. Describe visual characteristics of forms that are natural and man-made.
   Examples: natural—organic lines of plants; man-made—line patterns on a roller coaster, surface on burlap bag

28. Discuss feelings generated by a work of art.
   Example: Andrew Wyeth’s Christina’s World creating empathy for the girl in the painting.

29. Use technology to investigate visual images.
   Example: viewing CD-ROMs of different types of art from various museums

Production

30. Recognize color schemes.
   • Primary
   • Secondary
   • Intermediate (tertiary)
   • Complementary

31. Experiment with mixing colors.

32. Reproduce different visual and actual textures.
   Examples: creating a texture rubbing of weather wood, drawing a wood-grain pattern; inking a printing plate (plastic or foam); using cotton swabs to draw textures to print on paper

33. Produce graphic symbols, signs, and posters to communicate ideas and feelings.
   Examples: symbols: math charts, historic symbols; signs: maps, traffic and highway signs; posters: science fair, recycling, drug awareness, endangered species

34. Use the principles of design and selected elements of art to create a work of art.
Examples: drawing a picture using thick and thin lines, painting a picture using complementary colors

35. Investigate different careers in the visual arts.
   Examples: photographer, architect, animator, comic book illustrator, computer artist

36. Describe and identify different methods of production.
   Examples: crayon resist, pottery, print making, carving

37. Produce art using different two-dimensional media and processes.
   Examples: drawing with markers; scratching through layers of crayon; painting with tempera paint using a variety of brushes; using two-dimensional expression to illustrate books, murals; drawing a self-portrait or a still life in pencil using contour lines

38. Produce art using a variety of three-dimensional media and processes.
   Examples: using a variety of surface treatments for clay objects; building papier-mâché forms by the strip method over crushed paper, clay, or structures of boxes, balloons, rolled newspapers; cutting, assembling, and finishing forms of balsa or cardboard; creating three-dimensional forms in a diorama as a puppet or in a dramatization

39. Use multimedia and other technology to create visual imagery and design.
Fifth Grade
Visual Arts Content Standards

History

Students will

1. Compare different periods of art.
   Examples: Early Colonial, Prehistoric America

2. Recognize symbols different cultures use to portray common themes.
   Examples: flag and Statue of Liberty portraying freedom, beads and other items representing money

3. Analyze lives and times of artists using the subject matter of their art work.

4. Discuss subject matter in works of art.
   • Still life
   • Landscape
   • Portrait
   • Genre pieces

5. Compare subject matter in different types of art work.
   • Drawing
   • Painting
   • Sculpture
   • Printmaking
   • Architectural forms
   • Photography

6. Define selected visual art vocabulary.

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7. Associate styles used by individual artists with the artist.
   Examples: realistic sculpture: Daniel Chester French’s Standing Lincoln
   realism: Edward Hopper’s Nighthawk

8. Describe ways artists use ideas and feelings to create works of art.
   Example: using Roy Lichtenstein’s Blam to express feelings of excitement and energy
   Example: Surrealism to Realism

10. Explain how art reflects and records history in various cultures.
    Examples: reports, class projects, drawings, presentations

11. Describe ways that people are involved in the visual arts within a community.

**Criticism**

12. Describe the function of art within the total environment.
    Examples: functional art: jewelry that can be worn, landscape design that beautifies a park

13. Describe the various aspects in a work of art.
    Examples: subject matter, elements of art, and principles of design, media, techniques

14. Analyze the composition in a work of art.
    Examples: the focal point or center of interest, foreground, background, middle ground, balance, symmetry, variety

15. Identify specific media in a work of art.
    Examples: paint, clay, paper, crayon, oil pastels, computer-generated images

16. Observe and discuss the content in a variety of works of art.
    Examples: Edward Munch’s *The Scream*, Henry O. Tanner’s *The Banjo Player*

17. Use art terms to evaluate a work of art.
    Examples: examining positive and negative space and movement of line and shape in Dame Barbara Hepworth’s *Figure for Landscape*

**Aesthetics**

18. Examine ways value, harmony, balance, and unity make a work of art aesthetically pleasing.
    Examples: George Seraut’s *A Sunday on La Grande Jatte* blending of colors in the painting to create a feeling of harmony; Claes Oldenburg’s *Shoestring Potatoes Spilling From A Bag* depicting the fluid movements of the French fries as they tumble out of the bag

19. Discuss the relationships among works of art, individuals, and the societies in which they are created.
    Examples: Frank Lloyd Wright’s architecture of his *The Prairie House* blended with the American landscape

20. Analyze ways art is created as a response to images, forms, nature, and experiences.
Examples: Winslow Homer’s *Snap the Whip* depicting children at play, Mary Cassatt’s *Mother and Child* depicting the bond between a mother and child

21. Describe different effects of positioning objects.

   Examples: perspective overlapping, changing value (light and dark), placement within the picture plane (foreground, middle ground, background)

22. Discuss ways society expresses through art forms changes in values and beliefs.

   Example: changing in using art as documentation during the Civil War era to the using of art depicting realistic scenes after the Civil War era

23. Analyze the use of art in everyday life.

   Examples: architecture, fabric design, signs, posters, computer graphics, commercial art, environmental art

24. Compare and contrast different interpretations of the same subject or theme in art.

   Examples: differences and similarities of painting and of photography during the Civil War

25. Identify visual and tactile qualities of the world around them.

   Example: examining patterns of treads on the soles of shoes

26. Describe visual characteristics of forms that are natural and man-made.

   Examples: natural—the color and feel of sand, man-made—the color and shape of a CD-ROM disc

27. Discuss feelings generated by a work of art.

   Example: Duane Hanson’s *Traveler with Sunburn* depicting weariness

28. Use technology to investigate visual images.

   Example: using Internet sites to research artworks representing historical events

**Production**

29. Recognize color schemes.

   - Analogous
   - Intermediate
   - Complementary
   - Warm
   - Cool

30. Experiment with mixing colors.

31. Create different visual and actual textures.

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Examples: creating a print from a string collage (collograph)

32. Produce graphic symbols, signs, and posters to communicate ideas and feelings.
   Examples: signs—maps
              symbols—flags, multiplication signs
              posters—science fair, recycling, drug awareness, endangered species

33. Organize elements of art and principles of design in a work of art.

34. Investigate the different careers in the visual arts. (See Arts-Related Careers.)
   Examples: photographer, designer, architect, animator, comic book artist, computer artist,
              fashion designer, industrial designer, museum curator

35. Describe different media used in production.
   Examples: crayons, oil pastel, pottery, fiber arts, watercolor

36. Produce art using different two-dimensional media and processes.
   Examples: drawing with pencil and/or oil pastels in a variety of ways
              painting with watercolor by free mixing, flat washes, and free brushstrokes on wet and dry surfaces;
              printing with various found objects and cardboard stencils;
              using various types of paper, such as construction, magazine, newspaper, and tissue paper, to create a collage;
              using two-dimensional expression to create computer graphics

37. Produce art with a variety of three-dimensional media and processes.
   Examples: creating casts using plaster, found objects, sand or clay;
              creating mobiles from a variety of materials

38. Use multimedia and other technology to create visual imagery and design.
   Example: using a computer drawing application to create a landscape
Sixth Grade
Visual Arts Content Standards

History

Students will

1. Analyze art work from major cultural areas of the world.
   Examples: America (twentieth century), Mesopotamia, Greece, Rome, Asia, Europe

2. Identify unique features of particular art styles.
   Examples: Folk Art, Abstract Expressionism, Cubism, Expressionism, Fantasy, Impressionism, Non-Objective, Renaissance

3. Compare and contrast themes and symbols in art of different cultures.
   Examples: geometric symbols on African Gabon Masks, animals found on Northwest Indian Masks

4. Discuss ways culture influences works of art.
   Examples: community values, religious beliefs, use of technology, governmental regulations

5. Analyze various uses of the visual arts in business and industry.
   Examples: architectural design, commercial design, advertising, television, film, industrial design, multimedia, graphic designs

6. Define selected visual arts vocabulary.
   • Elements of Art
   • Principles of Design
   • Perspective terms
   • Contour drawing
   • Realism
   • Value
   • Analogous colors
   • Monochromatic colors
   • Complementary colors
   • Tone
   • Shading
   • Cast shadow
   • Assemblage
   • Found objects
   • Sculpture
   • Caricature

7. Analyze the work and style of a selected artist.
   Examples: written report, verbal presentation, multimedia presentation

8. Use a variety of media to research the life of a selected artist.
   Examples: books, magazines, CD-ROMs, Internet, videos, encyclopedias

9. Identify a variety of art works by artist and title.
   Examples: Faith Ringgold’s Tar Beach,
   Thomas Hart Benton’s Cradling Wheat
10. Discuss ways artists achieve different effects with the elements and principles of art.
   Examples: creating mood with colors and chiaroscuro, creating perspective using line and space

11. Discuss different art careers. (See Arts-Related Careers.)

**Criticism**

12. Analyze the roles of art work in the environment.
   Examples: monuments: *The Parthenon*. What is it? Why was it made? What is the history behind the creation of the Greek Parthenon? murals: Diego Rivera’s murals at the presidential palace in Mexico City. Why did he paint them? What story was he trying to tell? Why are they controversial?

13. Identify criteria in judging works of art.
   - Craftsmanship
   - Originality
   - Composition

14. Discuss the elements and principles of art when responding to various art forms.
   Examples: radial balance, repeated patterns of lines and shapes

**Aesthetics**

15. Analyze the aesthetic qualities (meaning, purpose, role) that exist in natural and man-made objects.
   Examples: natural: Grand Canyon—beautiful area of land showing results of natural weathering man-made: *Statue of Liberty* by Fredric Auguste Bartholdi—courageous straight posture with raised arm holding flame

16. Analyze ways value, harmony, balance, and unity make a work of art aesthetically pleasing.
   Example: Jacob Lawrence’s *The Carpenter*

17. Discuss connections between the visual arts and other content areas.
   Examples: studying the depression of the 1930’s in social studies, discussing its effects on the art work produced during that time

18. Perceive and interpret mood and feeling in art forms.

19. Describe significance of personal experiences and beliefs as they relate to art.
   Examples: express ways it feels to wear braces on teeth

20. Discuss various artistic responses to environmental and social problems.
Visual Arts 6th

Example: promoting the hiring of disabled people through posters

Production

21. Identify the steps artists use in the production of art.
   • Inception of an idea
   • Elaboration and refinement of an idea
   • Execution in a medium
   • Evaluation of the product

22. Use a variety of ideas as sources of subject matter for art production.
   Examples: people engaging in a variety of activities, animals moving and/or resting, viewing buildings and vehicles from many perspectives

23. Create art using the elements of art and principles of design.
   Example: combining warm and cool colors in a watercolor painting

24. Use various visual relationships to create original art productions.
   Examples: changing effects of distance, light, and movement on objects; likenesses and differences in proportion

25. Produce art using a variety of two-dimensional processes and materials.
   Examples: drawing with pencil, crayon, markers, and pens using contour, gesture, and value techniques; using crayon, colored pencil, oil pastels in different ways on a variety of surfaces; using mixed media on a variety of surfaces; printing with found objects, foam plates simple screen frames; using appliqué with a variety of materials; using two-dimensional expression in books, comic strips, and time lines

26. Produce art using a variety of three-dimensional processes and materials
   Examples: building clay forms by using different surface treatments (pinch, coil, slab) carving in the round and relief from wax, soap, soft wood, or plaster; using pliable wire and thin metal for construction; using three-dimensional expression in models of people, animals and objects for dioramas, masks, puppets, mobiles or stabiles, scenery, and props for school events

27. Demonstrate proficiency in the use of art tools and techniques.
   Examples: technique: pen and ink—crosshatching, drawing—shading, painting—blending colors

28. Use multimedia and other technology to create visual imagery and design.
   Example: using computer presentation programs to create an art exhibit

29. Produce graphic art symbols, signs, posters, and wall designs for specific purposes.
   Example: creating posters promoting safety belt usage, drug awareness, school events, environmental issues

Alabama Course of Study: Arts Education
Visual Arts 6th
Sixth - Eighth Grades
Visual Arts Content Standards

The Visual Arts Content standards for Grades 6 - 8 provides a bridge between elementary and secondary Visual Arts education. These content standards are to be used to guide students in discovering ways to express themselves through art, to become knowledgeable about their cultural and artistic heritage, and to become more aware of art in their lives. The content organizers of History, Aesthetics, Criticism, and Production (DBAE) provide a comprehensive and flexible basis for content standards for the middle grades. If a Visual Arts course is offered in a middle school, the content standards for Grades 6-8 are required. If the sixth grade is part of an elementary program, the separate sixth grade content standards are be followed. The content standards that are written for the 6-8 framework parallel the National Standards for Arts Education.

Schools have various scheduling practices for teaching Visual Arts at the middle level. This curriculum framework was designed for content standards to be included easily in an exploratory course, semester course, or year-long elective. This Visual Arts framework is designed to be used as a guide for teaching the minimum content. Schools and systems may add additional content standards above the minimum content. Students who complete the Grades 6-8th standards will be able to progress easily into more advanced Visual Arts courses.

A developmentally appropriate curriculum for Grades 6-8 provides a foundation that helps students build confidence in their artistic abilities. Students at this age want their drawings to look realistic. They begin showing more depth in their work. Their drawings tend to be more rigid and show less emotions than those of younger children. Middle grade students are able to think more abstractly. They are aware of social concerns and are eager to explore, search, and experiment with different media and processes. Students at this age level are adjusting to the physical, emotional, and social changes around them. A Disciplined-Based Art Education helps students with these changes by challenging their intellectual and artistic development.

While implementing this framework, teachers should connect the Visual Arts with other subject areas and disciplines. This may be accomplished through individual or interdisciplinary units or other teaching strategies. Students can connect the Visual Arts and social studies by studying the same social cultures and time periods from an artistic perspective. They can connect the Visual Arts and mathematics by studying and observing various lines, shapes, geometric forms, and measurement techniques. Through utilization of various writing techniques in language arts, students learn that verbal expression plays an integral role in understanding visual arts concepts. Relationships between the Visual Arts and science are also evident throughout this framework. For example, students can study animals and their roles in the environment and then use this knowledge and learned artistic skills to create drawings of animals. By utilizing the content standards and by providing connections with other academic areas and the performing arts, teachers can provide opportunities for middle grade students to express themselves, to build self-confidence, and to become more aware of the world around them.

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Sixth - Eighth Grades
Visual Arts Content Standards

History

1. Analyze art work originating in major cultures of the world.
   Examples: Asian, European, African, Australia, North and South American

2. Contrast unique features of particular art styles.
   Examples: Op Art, Folk Art, Impressionism, Surrealism

3. Analyze themes and symbols in art of different cultures.

4. Analyze ways that culture influences works of art.
   Examples: values, beliefs, use of technology, governmental issues

5. Research various uses of the visual arts in business and industry.
   Examples: architectural design, commercial design, advertising, television, film, industrial
design, multimedia, art careers, environmental design, artists-in-residence

6. Define selected visual art vocabulary.
   • Elements of Art
   • Analogous Colors
   • Monochromatic Colors
   • Complementary Colors
   • Tone
   • Shading
   • Cast shadow
   • Assemblage
   • Found objects
   • Sculpture
   • Principles of Design
   • Vanishing Point
   • Horizon Line
   • Perspective
   • Contour drawing
   • Modified contour drawing
   • Blind contour drawing
   • Realism
   • Value
   • Caricature

7. Analyze a variety of art works.
   Examples: Roy Lichtenstein’s *Girl at the Piano*, William Johnson’s *Harlem Renaissance*,
Auguste Rodin’s *The Thinker*, Rembrandt van Rijn’s *The Night Watch*

8. Evaluate the work and style of a selected artist.
   Examples: research paper, oral presentation, multimedia presentation

9. Use a variety of media to research the life of a selected artist.

10. Analyze the impact of the life of a selected artist on culture, history, politics, and economy.

11. Interpret ways artists achieve different effects with the elements of art and principles of design.
Example: creating movement by using a variety of directional lines

12. Investigate different art careers.
   Examples: research, class presentations, field trips to places of business, guest speakers

**Criticism**

13. Evaluate the roles art works play in the environment.
   Example: monuments: *Vietnam War Memorial*, *Tipoli Fountain*

15. Apply criteria in judging works of art.
   - **Craftsmanship**
   - **Originality**
   - **Composition**

16. Make finer discriminations about the elements of art and principles of art when responding to various art forms.
   Examples: patterns of light and shadow, surface texture, symmetry, asymmetry, color schemes

**Aesthetics**

17. Analyze aesthetic qualities (meaning, purpose, role) that exist in both natural and man-made objects.
   Example: natural—*The Alps*
   man-made—*Arc de Triomphe*,

18. Evaluate ways value, harmony, balance, and unity make a work of art pleasing.
   Example: examining the use of different values of color to create unity in Leonardo daVinci’s *Mona Lisa*

19. Connect the visual arts with other content areas.
   Examples: identifying different types of animals in science, creating geometric shapes and graphing pictures in mathematics, designing covers for classical works of music, designing sets for theaters, creating lines of movement in dance

20. Describe imaginative ways of perceiving the environment.
   Examples: illustrating abstraction from reality through Mondrian’s *Tree* series; Paul Klee’s fantasy creatures

21. Examine mood and feeling generated by art forms.
Example: Giacomo Balla’s *Dynamism of a Dog on a Leash* using lines and movement to create feelings of happiness and excitement

22. **Compare various artistic solutions to environmental and social problems.**

   Examples: comparing conventional car to a solar car, a rectangular building to a geodesic dome building

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**Production**

22. **Apply steps artists use in the production of art.**

   - Inception of an idea
   - Elaboration and refinement of an idea
   - Execution in a medium
   - Evaluation of the product

23. **Use a variety of ideas and personal experiences as sources of subject matter for art production.**

   Examples: personal experiences and observations of changing condition in nature; the way people appear as they move or change position; people engaging in a variety of activities; animals moving and resting; buildings and vehicles from many points of view; sensory reactions to people, objects, and nature

24. **Create art using the elements of art and principles of design.**

   Example: using various lines, shapes, and/or colors to create optical illusions and perspective drawings

25. **Use various visual relationships in creating original art productions.**

   Examples: using the changing atmospheric effects on objects, proportion, and perspective (one and two point)

26. **Produce art using a variety of two-dimensional production methods and materials.**

   Examples: drawing with pencil, crayon, markers, pens, oil pastels, charcoal; using contour, gesture, and value techniques; using various types of paints to create art work; using mixed media including printmaking on a variety of surfaces, using watercolor for wet onto dry painting and shading on wet and dry surfaces

27. **Produce art using a variety of three-dimensional production methods and materials.**

   Examples: materials: clay, wire, wood, papier-mâché
   
   methods: carving, sculpting, forming

28. **Demonstrate proficiency in the use of art techniques to create artwork.**

   Examples: wet brushing, dry brushing, washing; using mixed media, wire sculpture, carving, casting, constructing, crosshatching, pointillism, gradation, tempera

29. **Use multimedia and other technology to create visual imagery and design.**

   Example: using a stop-action video camera to create an animated video
30. Produce graphic art symbols, signs, posters, and wall designs for specific purposes.

   Examples: school events, environmental issues