

Visual Arts
Learning Outcomes
Kindergarten through Grade 5

All art lessons are sufficiently open ended to encourage individual problem solving at the appropriate developmental level. While the design of the art lessons directs students toward a specific concept or lesson objective, one of the unique aspects of the art curriculum is that there is never a “right answer.” Instead, problem solving belongs to each individual student. At all levels, the lessons aim to provoke students into considering the questions, What is my idea? What do I know about this material? How can I use what I know about this material to communicate my idea? What visual strategies do I know, or what are some new ones I can discover? What can I learn from my classmates during this process?

**Visual Arts
Learning Outcomes
Kindergarten**

Students will

Standard #

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| 1 | Explore a variety of media, including paint, collage, papier mache and/ or clay, and various drawing materials. |
| 2 | Begin to be able to identify basic visual elements such as color, basic shapes, line quality, pattern, and the difference between 2D and 3D work in their own work and the work of their classmates. |
| 3 | Begin to use basic visual-graphic elements for symbolic representations of their personal experiences, when they are developmentally ready to do so. |
| 3 | Begin to make correspondences between objects and visual-graphic language. |
| 3 | Begin to develop their own strategies for using art materials to communicate their own ideas. |
| 5 | Begin to describe their work to teacher and classmates. |
| 7 | Begin to make connections between their own work and the work of professional artists. |
| 10 | Begin to apply knowledge of the arts to the study of other disciplines. |

**Visual Arts
Learning Outcomes
Grade 1**

Students will

Standard #

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| 1 | Continue to explore and develop an understanding of the limits and possibilities of a variety of media including paint, collage, papier mache and/or clay, and a variety of drawing materials. |
| 2 | Explore basic visual elements such as color, basic shapes, line quality, pattern, and the difference between 2D and 3D work in their own work and the work of their classmates. |
| 3 | Use basic visual-graphic elements for symbolic representations of personal experiences. |
| 3 | Observe carefully to break down objects into parts, and translate the parts into generalized shapes when working from observation. |
| 3 | Develop their own strategies for using art materials to communicate ideas. |
| 5 | Describe their work to teachers and classmates. |
| 7 | Begin to make connections between their own work and the work of professional artists. |
| 10 | Begin to apply knowledge of the arts to the study of other disciplines. |

**Visual Arts
Learning Outcomes
Grade 2**

Students will

Standard #

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| 1 | Continue to explore and develop an understanding of the limits and possibilities of a variety of media including paint, collage, papier mache and/or clay, and a variety of drawing materials. |
| 2 | Continue to identify basic visual elements such as color, basic shapes, line quality, pattern, and the difference between 2D and 3D work in their own work and the work of their classmates. |
| 3 | Use basic visual-graphic elements for symbolic representations of personal experiences. |
| 3 | Observe carefully to break down objects into parts and translate the parts into more specific shapes when working from observation. |
| 3 | Develop their own strategies for using art materials to communicate ideas. |
| 5 | Describe their work to teachers and classmates. |
| 7 | Make connections between their own work and the work of professional artists. |
| 10 | Apply knowledge of the arts to the study of other disciplines. |

**Visual Arts
Learning Outcomes
Grade 3**

Students will

Standard #

- 1** Practice and further develop an understanding of the limits and possibilities of a variety of media including paint, collage, papier mache and/or clay, and a variety of drawing materials.
- 2** Practice the use of basic visual elements such as color, basic shapes, line quality, pattern, and the difference between 2D and 3D work in their own work, and recognize it in the work of their classmates.
- 2** Begin to understand and use implied movement in compositions.
- 3** Refine their use of basic visual-graphic elements for representing their own ideas and experiences, which will begin to expand beyond the self and home to include friends and other places.
- 3** Observe carefully to break down objects into parts, and translate the parts into more specific shapes when working from observation.
- 3** Begin to consider corresponding edges and line quality
- 3** Develop their own strategies for using art materials to communicate ideas.
- 5** Describe their work to teachers and classmates with some fluency.
- 7** Make connections between their own work and the work of professional artists.
- 10** Apply knowledge of the arts to the study of other disciplines.

**Visual Arts
Learning Outcomes
Grade 4**

Students will

Standard #

- 1** Demonstrate proficiency in recognizing the limits and possibilities of a variety of media including paint, collage, papier mache and/or clay, and a variety of drawing materials.
- 2** Demonstrate proficiency in understanding the basic visual elements such as color, basic shapes, line quality, pattern, and the difference between 2D and 3D work in their own work and the work of their classmates.
- 2** Extend their understanding and use of implied movement in compositions.
- 3** Continue to refine their use of basic visual-graphic elements for representing their own ideas.
- 3** Begin to understand that objects can be considered as wholes; practice noticing qualities of edges; and begin to represent objects by using contour as well as parts and shapes.
- 3** Develop their own strategies for using art materials to communicate ideas.
- 5** Refine their ability to describe their work to teachers and classmates.
- 7** Make connections between their own work and the work of professional artists.
- 10** Apply knowledge of the arts to the study of other disciplines.

**Visual Arts
Learning Outcomes
Grade 5**

Students will

Standard #

- 1** Develop an understanding of some of the the subtleties of the limits and possibilities of a variety of media including paint, collage, papier mache and/or clay, and a variety of drawing materials.
- 2** Refine and extend the use of basic visual-graphic elements for representing personal ideas. (Use more complex imagery as knowledge and understanding of the world broadens.)
- 2** Refine and extend their use of implied movement in compositions.
- 3** Consider objects as wholes; practice noticing qualities of edges and representing objects by using contour; and begin to explore the concept of representing depth and volume.
- 3** Develop their own strategies for using art materials to communicate ideas.
- 4** Select work from those created in the elementary years and design a retrospective exhibit including written reflection.
- 5** Describe and analyze their work to teachers and classmates.
- 7** Make connections between their own work and the work of professional artists.
- 10** Apply knowledge of the arts to the study of other disciplines.