

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

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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
<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Explore color, line, and shape in artworks</p> <p>b. Use color, line, and shape to make artworks</p>	<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Identify color, line, shape, and texture in artworks</p> <p>b. Create artworks that use color, line, shape, and texture to express ideas</p>	<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Explore the qualities of color, line, shape, texture, and form in artworks</p> <p>b. Use color, line, shape, texture, and form to communicate personal meaning in artworks</p>	<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Identify how qualities of the elements of art and principles of design are used to communicate personal meaning in visual compositions</p> <p>b. Select and use principles of design, such as pattern, contrast, repetition, and balance, to give personal meaning to visual compositions</p>	<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Describe how qualities of the elements of art and principles of design are organized to communicate personal meaning in visual compositions</p> <p>b. Select and use principles of design, such as pattern, contrast, repetition, balance, rhythm/movement, and emphasis, to give personal meaning to visual compositions</p>

**Grade-by-Grade Fine Arts Content Standards
Visual Arts**

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

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Determine ways in which works of art express ideas about oneself, other people, places, and events</p> <p>a. Observe works of art and identify ideas expressed by the artists</p> <p>b. Use selected works of art as inspiration to express ideas visually and verbally</p> <p>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Identify and sort artworks by theme</p> <p>b. Describe and share personal artworks</p>	<p>1. Determine ways in which works of art express ideas about oneself, other people, places, and events</p> <p>a. Observe works of art and describe ideas expressed by different artists</p> <p>b. Use selected works of art as inspiration to express ideas visually and verbally about oneself</p> <p>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Describe themes in artworks</p> <p>b. Identify reasons for creating personal artworks</p>	<p>1. Determine ways in which works of art express ideas about oneself, other people, places, and events</p> <p>a. Observe works of art and identify ways that artists express ideas about people, places, and events</p> <p>b. Use selected works of art as inspiration to express ideas visually and verbally about people, places, and events</p> <p>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Compare themes in artworks</p> <p>b. Identify reasons why other artists create artworks</p>	<p>1. Determine ways in which works of art express ideas about oneself, other people, places, and events</p> <p>a. Observe works of art and describe how artists express ideas about people, places, and events</p> <p>b. Select and use works of art as inspiration to express ideas visually and verbally about people, places, and events</p> <p>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Interpret themes in artworks</p> <p>b. Communicate a variety of reasons for creating artworks, such as, feelings, experiences, events, places, and ideas</p>	<p>1. Determine ways in which works of art express ideas about oneself, 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>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Identify techniques, processes, and materials from different times and places used to create visual art</p> <p>b. Describe the origins of selected techniques, processes, and materials used in the visual arts</p>

**Grade-by-Grade Fine Arts Content Standards
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	
<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Identify the subject matter of selected artworks</p> <p>b. Categorize the subject matter of artworks as the same or different</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Identify the visual qualities of works of art and the environment</p> <p>b. Use a variety of visual arts processes to express ideas</p>	<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Describe the theme and subject matter of selected artworks</p> <p>b. Categorize artworks by theme and subject matter</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Identify connections between the visual arts and other content areas</p> <p>b. Identify processes used to make art</p>	<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Categorize selected artworks by theme and content</p> <p>b. Compare how selected artworks are similar in theme and content</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Describe connections between the visual arts and other content areas</p> <p>b. Use processes from other content areas to express ideas about the visual arts</p>	<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Categorize selected artworks by theme, content, and form</p> <p>b. Compare how selected artworks are similar in theme, content, and form</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Identify similarities between the visual arts and other content areas</p> <p>b. Describe skills and processes in the visual arts and other content areas used to express ideas</p> <p>c. Use processes common to the visual arts and other content areas to express ideas</p>	<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Compare how selected artworks are similar in theme, content, form, and style</p> <p>b. Describe how attributes of theme, form, and style convey meaning in artworks</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Identify similarities and differences between the visual arts and other content areas</p> <p>b. Compare skills and processes used in the visual arts and other content areas to express ideas</p> <p>c. Select and use visual arts processes and similar processes used in other content areas to express ideas</p>	

**Grade-by-Grade Fine Arts Content Standards
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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
<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Explore art media, processes, and techniques</p> <p>b. Manipulate art media, materials and tools safely</p> <p>c. Create artworks that explore the uses of color, line, and shape, to express ideas</p>	<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Experiment with art media, processes, and techniques and identify ways they can be used to express thoughts and feelings</p> <p>b. Manipulate art media, materials, and tools safely</p> <p>c. Create artworks that explore the uses of color, line, shape, and texture to express ideas</p>	<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Experiment with art media, processes, and techniques and describe ways they can be used to express thoughts and feelings</p> <p>b. Manipulate art media, materials, and tools safely</p> <p>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</p>	<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Experiment with art media, processes, and techniques and demonstrate a variety of ways they can be used to express meaning</p> <p>b. Manipulate art media, materials, and tools safely</p> <p>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</p>	<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Experiment with art media, processes, and techniques to generate ideas and express personal meaning</p> <p>b. Manipulate art media, materials, and tools safely</p> <p>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</p>

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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
<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Explore ways images communicate ideas</p> <p>b. Identify color, line, and shape in artworks</p>	<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Identify ways that artists develop ideas</p> <p>b. Identify color, line, shape, and texture in artworks</p>	<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Identify ideas that come from observation, memory, and imagination</p> <p>b. Identify color, line, shape, texture, form, and selected principles of design, such as pattern and repetition in artworks</p>	<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Identify sources for ideas and procedures used to create artworks</p> <p>b. Identify color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, and contrast in artworks</p>	<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Identify sources for ideas and describe the processes used to create artworks</p> <p>b. Identify and describe color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, and balance in artworks</p>

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4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

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

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1.0 Perceiving, Performing, 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
<p>1. Identify and describe observed form</p> <p>a. Describe similarities and differences between the elements of art in observed forms</p> <p>b. Represent relationships among people, animals, and objects in visual compositions using prescribed elements of art in various combinations</p> <p>2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine</p> <p>a. Compare and describe how artists communicate what they see, feel, know, and imagine using art vocabulary</p> <p>b. Represent ideas and feelings visually that describe what is seen, felt, known or imagined</p>	<p>1. Identify and describe observed form</p> <p>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</p> <p>b. Represent relationships among observed people, animals, and objects in a composition by selecting and using the elements of art to achieve specific effects</p> <p>2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine</p> <p>a. Compare ways that artists use and communicate mood and point of view using art vocabulary</p> <p>b. Create and describe artworks that communicate mood and point of view</p>	<p>1. Identify and describe observed form</p> <p>a. Analyze how physical qualities of people, animals, and objects are represented through the elements of art</p> <p>b. Compose and render from observation subject matter that shows 3-dimensional form, light and shadow, qualities of surface texture, detail, and spatial relationships</p> <p>2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine</p> <p>a. Analyze and compare how artists express thematic ideas using art vocabulary</p> <p>b. Create and describe thematic artworks that communicate personal stories</p>	<p>1. Identify, describe, and produce visual representations of the physical qualities of observed form</p> <p>a. Differentiate how artists represent physical qualities of observed forms in 2- and 3-dimensional artworks</p> <p>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</p> <p>2. Interpret and communicate the meaning of art works</p> <p>a. Identify narrative conventions used by artists in selected artworks</p> <p>b. Create narrative artworks from observation, memory, and imagination that show settings and characters</p>	<p>1. Identify, describe, and produce visual representations of the physical qualities of observed form</p> <p>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</p> <p>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</p> <p>2. Interpret and communicate the meaning of art works</p> <p>a. Describe narrative conventions used by artists in selected artworks</p> <p>b. Create narrative artworks from observation, memory, and imagination that show settings, characters, and action</p>	<p>1. Identify, describe, and produce visual representations of the physical qualities of observed form</p> <p>a. Describe how artists represent visual qualities such as spatial relationships, detail, and specific features of subject matter</p> <p>b. Represent accurately in visual form spatial relationships, detail, and specific features of subject matter</p> <p>2. Interpret and communicate the meaning of art works</p> <p>a. Compare how artists use narrative conventions in selected artworks</p> <p>b. Create narrative artworks from observation, memory, and imagination that show setting, characters, action, and differing points of view</p>

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1.0 Perceiving, Performing, 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
<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Describe how qualities of the elements of art and principles of design are organized to communicate personal meaning in visual compositions</p> <p>b. Select and use principles of design such as pattern, contrast, repetition, balance, rhythm/movement, and emphasis, to give personal meaning to visual compositions</p>	<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Describe how the elements of art and principles of design are used to communicate personal meaning in visual compositions</p> <p>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</p>	<p>3. Use the elements of art and principles of design to organize personally meaningful compositions</p> <p>a. Describe how artists use the elements of art and principles of design to organize visual compositions that convey thoughts and feelings</p> <p>b. Select and use principles of design to create compositions that clarify ideas and feelings for the viewer</p>	<p>3. Analyze application of the elements of art and principles of design in artistic exemplars</p> <p>a. Identify how artists use design concepts to organize the elements of art and principles of design to convey ideas, thoughts, and feelings</p> <p>b. Use selected design concepts to organize the elements of art and principles of design to convey ideas, thoughts, and feelings</p>	<p>3. Analyze application of the elements of art and principles of design in artistic exemplars</p> <p>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</p> <p>b. Identify ways to use the elements of art and principles of design to communicate ideas, thoughts, and feelings in planning personal artworks</p>	<p>3. Analyze application of the elements of art and principles of design in artistic exemplars</p> <p>a. Analyze why artists may select specific design concepts to convey meaning in artistic exemplars</p> <p>b. Explain reasons for selecting specific design concepts to convey meaning in planning personal artworks</p>

**Grade-by-Grade Fine Arts Content Standards
Visual Arts**

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 oneself, 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 and use symbols that represent important aspects of life to express meaning in visual compositions</p> <p>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Identify techniques, processes, and materials from different times and places used to create visual art</p> <p>b. Describe the origins of selected techniques, processes, and materials used in the visual arts</p>	<p>1. Determine ways in which works of art express ideas about one's 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>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Identify technologies, processes, and materials from different times and places used to create visual art</p> <p>b. Describe the origins of selected technologies, processes, and materials used in the visual arts</p>	<p>1. Determine ways in which works of art express ideas about one's 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>2. Classify reasons why people create and use art by studying artworks and other sources of information</p> <p>a. Identify artistic styles and forms of expression from different times and places</p> <p>b. Describe the origins of selected forms of expression and stylistic innovations used in the visual arts</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>2. Explain 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>b. Plan artworks based on historical, cultural or social themes to communicate personal beliefs, customs, or societal values</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>2. Explain 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>b. Plan artworks that use symbolic images and forms to convey selected beliefs, customs, or values</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. Explain 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> <p>b. Plan personal artworks inspired by universal themes that reflect aspects of daily life</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
<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Compare how selected artworks are similar in theme, content, form, and style</p> <p>b. Describe how attributes of theme, form, and style convey meaning in artworks</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Identify similarities and differences between the visual arts and other content areas</p> <p>b. Compare skills and processes used in the visual arts and other content areas to express ideas</p> <p>c. Select and use visual arts processes and similar processes used in other content areas to express ideas</p>	<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Compare selected artworks to determine similarities and differences in theme, content, form, and style</p> <p>b. Categorize attributes of theme, style, and form that convey meaning in artworks</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Identify themes in art that relate to content explored in other content areas</p> <p>b. Describe processes used in art and other content areas to express ideas</p> <p>c. Demonstrate how visual arts processes are used to interpret and express ideas in the visual arts and other content areas</p>	<p>3. Differentiate among works by artists representative of different times and cultures</p> <p>a. Analyze a variety of artworks to determine similarities and differences in theme, content, form, and style</p> <p>b. Use selected attributes of theme, style, and form to convey meaning in visual compositions</p> <p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <p>a. Compare themes in art that relate to content explored in other content areas.</p> <p>b. Compare processes used in the visual arts and other content areas to express ideas</p> <p>c. Demonstrate how visual arts processes are used to interpret and express ideas in the visual arts and other content areas</p>	<p>3. Classify artworks by selected factors, including subject matter, style, and technique</p> <p>a. Identify subject matter, styles, and techniques representative of various cultures and periods of art history.</p> <p>b. Incorporate attributes of representative subject matter, styles, and techniques from various cultures and periods of art history in personal artworks</p> <p>4. Explain commonalities of content and process among the arts, humanities, and sciences</p> <p>a. Identify themes, ideas, and issues common to the visual arts and other forms of human expression</p> <p>b. Identify processes common to the visual arts and other disciplines</p>	<p>3. Classify artworks by selected factors, including subject matter, style, and technique</p> <p>a. Describe subject matter, styles, and techniques representative of various cultures and periods of art history</p> <p>b. Plan personal artworks that incorporate attributes of selected subject matter, styles, and techniques of various cultures and periods of art history</p> <p>4. Explain commonalities of content and process among the arts, humanities, and sciences</p> <p>a. Describe themes, ideas, and issues common to the visual arts and other disciplines</p> <p>b. Describe how visual arts processes and those of other disciplines are related</p>	<p>3. Classify artworks by selected factors, including subject matter, style, and technique</p> <p>a. Compare similarities and differences in subject matter, styles, and techniques among various cultures and periods of art history</p> <p>b. Plan personal artworks that interpret the unique styles and forms of different artists</p> <p>4. Explain commonalities of content and process among the arts, humanities, and sciences</p> <p>a. Compare ways in which themes, ideas, and issues in human experience are translated and expressed through the arts, humanities, and sciences</p> <p>b. Apply problem solving strategies used among the arts, humanities, and sciences to solve visual problems</p>

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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
<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Experiment with art media, processes, and techniques to generate ideas and express personal meaning</p> <p>b. Manipulate art media, materials, and tools safely</p> <p>c. Create artworks that explore the uses of line, shape, texture, form, space, color, and selected principles of design, such as pattern, repetition, contrast, and balance to express personal meaning</p>	<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Experiment with media, processes, and techniques to express thoughts and feelings that have personal meaning</p> <p>b. Manipulate art media, materials, and tools safely</p> <p>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</p>	<p>1. Create images and forms from observation, memory, and imagination</p> <p>a. Experiment with media, processes, and techniques to convey specific thoughts and feelings</p> <p>b. Manipulate art media, materials, and tools safely</p> <p>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 unity/harmony to express personal meaning</p>	<p>1. Demonstrate how media, processes, and techniques communicate ideas and personal meaning</p> <p>a. Investigate media, processes, and techniques to demonstrate fluency and originality in generating visual ideas</p> <p>b. Select and use a variety of tools, materials, processes, and techniques safely to solve specific visual problems</p> <p>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</p>	<p>1. Demonstrate how media, processes, and techniques communicate ideas and personal meaning</p> <p>a. Investigate media, processes, and techniques to demonstrate flexibility and elaboration in generating visual ideas</p> <p>b. Select and use a variety of tools, materials, processes, and techniques safely to solve specific visual problems</p> <p>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</p>	<p>1. Demonstrate how media, processes, and techniques communicate ideas and personal meaning</p> <p>a. Apply components of the creative process to solve elegant problems in the visual arts</p> <p>b. Select and use tools, materials, processes, and techniques safely to solve specific visual problems</p> <p>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</p>

**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
<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Identify sources for ideas and describe the processes used to create artworks</p> <p>b. Identify and describe color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast, and balance in artworks</p>	<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Describe sources for ideas and compare the processes used to create artworks</p> <p>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</p>	<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <p>a. Describe how artists use the elements of art and principles of design to organize visual compositions</p> <p>b. Identify and describe the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, variety, and unity in artworks</p>	<p>2. Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas</p> <p>a. Experiment with visual ideas and concepts by manipulating the elements of art in visual compositions</p> <p>3. Demonstrate understanding of processes for solving visual problems</p> <p>a. Identify processes used to generate and organize ideas</p>	<p>2. Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas</p> <p>a. Manipulate the elements of art and principles of design to develop and refine visual ideas and concepts</p> <p>3. Demonstrate understanding of processes for solving visual problems</p> <p>a. Describe the developmental processes – strategies, techniques, and resources – used to generate and organize ideas to solve visual problems</p>	<p>2. Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas</p> <p>a. Communicate ideas and concepts by manipulating elements of art and principles of design to achieve specific visual effects</p> <p>3. Demonstrate understanding of processes for solving visual problems</p> <p>a. Describe sources, references, and ideas used to solve visual problems</p> <p>b. Explain the creative process and ways in which artistic choices affect how artworks evolve over time</p>

**Grade-by-Grade Fine Arts Content Standards
Visual Arts**

4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments

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

**Grade-by-Grade Fine Arts Content Standards
Visual Arts**

4.0 Aesthetics and Criticism – Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments

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