

VISUAL ARTS: KINDERGARTEN

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR VISUAL ARTS KINDERGARTEN

The kindergarten visual arts program provides students with a basic foundation in art education. A broad range of artistic experiences helps kindergarten students develop fine motor skills, conceptual understanding, and idea building. Kindergarten students need opportunities to develop ideas, express imagination and explore a variety of media, tools, and materials. Learning to participate as an exhibiting artist-presenter and as an audience member becomes the basis for the development of the critique process. The visual arts also provide natural connections for students to explore concepts from other academic disciplines. Development of a basic understanding of the elements of art – color, form, line, shape, space, texture, and value – provides a foundation for art vocabulary development and other art concepts.

CREATING (Investigate – Plan – Make)

Conceiving and developing new artistic ideas and work

VA.Cr1.1.K Use a variety of tools and materials (for example: paintbrushes, crayons, paper, clay, manipulatives for construction) to explore ways of making artworks.

VA.Cr1.2.K Through experimentation and practice, develop skills in various media and approaches to art-making (for example: drawing, painting).

VA.Cr1.3.K Collaborate with others to achieve an artistic goal (for example: gather and discuss ideas, decide which materials to use; contributing to a group collage).

VA.Cr2.1.K Follow safe practices with art materials, tools, and equipment

VA.Cr2.2.K Create art that represents natural and constructed (man-made) environments (for example: natural – desert; constructed – cityscape).

CREATING (Reflect – Refine – Continue)

Conceiving and developing new artistic ideas and work

VA.Cr3.1.K Explain the process of making art while creating.

VA.Cr3.2.K Explain the subject matter of personal art.

PRESENTING (Select – Analyze – Share)

Interpreting and sharing artistic work

VA.Pr1.1.K Identify reasons for saving and displaying objects, artifacts, and artwork.

VA.Pr2.1.K Explain the purpose of a portfolio or collection (for example: keeping artworks safe, reviewing artworks later, deciding which artworks are best).

VA.Pr2.2.K Select art objects, artifacts, and artwork for a portfolio or collection to display (for example: for the annual art show).

VA.Pr3.1.K Identify where artwork is displayed both inside and outside of school (for example: museum, art galleries, art show, school library).

RESPONDING (Perceive – Analyze – Interpret)
Understanding and evaluating how the arts convey meaning

VA.Re1.1.K Identify various types (for example: drawing, painting, sculpture) and uses of art (for example: decoration) within one's personal environment.

VA.Re1.2.K Describe what an image represents in an artwork (for example: person, animal, symbol).

VA.Re2.1.K Interpret art by identifying subject matter (for example: people, places, things) and describing relevant details (for example: colors, time period).

VA.Re3.1.K Explain reasons for selecting a preferred artwork (for example: use of elements and principles of design - color, line, pattern, personal subject matter).

CONNECTING (Synthesize – Relate)
Relating artistic ideas and work with personal meaning and external context.

VA.Cn1.1.K Create art that tells a story about a life experience (for example: favorite memories, family portraits).

VA.Cn2.1.K Identify a purpose of a specific artwork (for example: decoration/make things look beautiful, tell a story, remember special people and events).

