

ART STANDARDS FOR VISUAL ARTS

Washington State Office of Superintendent of Public Instruction

<http://www.k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.PDF>

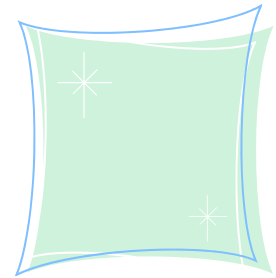
OSPI Arts Mission

“The Arts: communicating and integrating life, literacy, and learning through experience for all learners.”

The Visual Arts Standards document defines the Essential Academic Learning Requirements (EALRs), including Elements of Art, Principles of Design, and Foundations that are developed through each grade level.

Elements of Art

- **Line** – a long narrow mark (made by pencil, pen, or brush).
- **Shape** – a 2 dimensional area enclosed by a line (geometric, organic)
- **Form** – a 3 dimensional object.
- **Color** – the visible range of reflected light.
- **Value** – the lightness or darkness or measure thereof.
- **Texture** – a description or quality of a surface and how it is simulated.
- **Space** – the area above, below, around, and within an artwork and how it is used in respect to the artwork.



Principles of Design

- **Repetition/Pattern** – a method of repeating elements in regular, alternating, random, or rhythmic ways.
- **Contrast** – a technique that shows differences in elements of an artwork (light/dark, smooth/rough, thick/thin).
- **Emphasis/Dominance** – a method of showing what is strongest or most important in an artwork.
- **Variety** – to show differences in an artwork for visual interest
- **Balance** – the arrangement of an artwork that shows the importance of individual items (symmetrical, asymmetrical)
- **Movement/Rhythm** – a method used to draw the viewer’s eye from one point to another in an artwork.
- **Proportion** – The relationship of the parts to each other or to the whole in regards to size and placement.
- **Harmony/Unity** – A method of stressing similarities of parts of an artwork.



Foundations

Art Production, Media, Safety, Statements, Narratives, and Criticism, and Visual Thinking (Culture, Place, and Time) Artists Presentations, Audience.



Techniques and Skills Artist’s Reflections Aesthetics, Cultural and Historical Context Styles, Movements, Genres, and Installations, and Exhibitions



**KINDERGARTEN
Art Appreciation Goals**

ELEMENTS	Kindergarten	OSPI See pg.	Concepts See pg.
LINE	Understands and demonstrates types of lines (Direction: horizontal, vertical, diagonal, etc.) Uses line as expression/emotion	15	11
SHAPE / FORM	Recognizes, names and creates geometric shapes Recognizes organic shapes	15-16	13
VALUE	Black & White, grayscale, one color plus B or W	16	14
TEXTURE	Identifies actual textures (e.g.. rough/smooth) Understands implied textures	17	
SPACE	Understands over/under, besides, behind/front, etc.	17	
COLOR	Names primary and secondary colors Understands warm & cool colors	18	5
PRINCIPLES OF DESIGN			
REPETITION / PATTERN	Uses repetition of one element to create pattern	18	9
COMMUNICATION			
EXPRESS AND PRESENT IDEAS	Recognizes that feelings can be expressed through the arts		
COMMUNICATE FOR A SPECIFIC PURPOSE	Uses the arts to communicate for a specific purpose (e.g., commemorate)		
Demonstrates knowledge of ARTS CAREERS and the role of arts skills in the world of work	Follows directions when prompted on assigned tasks		



**FIRST GRADE
Art Appreciation Goals**

ELEMENTS	1st	OSPI See pg.	Concepts See pg.
LINE	Understands and demonstrates types of lines (Direction: horizontal, vertical, diagonal, etc.) Uses line as expression/emotion, movement, shapes, textures, and patterns.	27	11
SHAPE / FORM	Recognizes, names and creates geometric shapes Recognizes organic shapes	28	13
VALUE	Black & White, grayscale, one color plus B or W	28	
TEXTURE	Identifies actual textures (e.g., rough/smooth) Understands implied textures	29	13 & 14
SPACE	Understands over/under, besides, behind/front, etc.	29	
COLOR	Names primary and secondary colors Understands warm & cool colors	30	5
PRINCIPLES OF DESIGN			
REPETITION / PATTERN	Uses repetition of several elements to create pattern	31	9
COMMUNICATION			
EXPRESS AND PRESENT IDEAS	Identifies how feelings are expressed through the arts		
COMMUNICATE FOR A SPECIFIC PURPOSE	Uses the arts to communicate for a specific purpose (e.g., entertain)		
Demonstrates knowledge of ARTS CAREERS and the role of arts skills in the world of work	Practices safety habits using tools and materials appropriately		



**SECOND GRADE
Art Appreciation Goals**

ELEMENTS	2 nd	OSPI See pg.	Concepts See pg.
LINE	Understands and demonstrates types of lines (Direction: horizontal, vertical, diagonal, etc.) Uses line as expression/emotion, movement, shapes, textures, and patterns. Imaginative and observational drawing.	39	11
SHAPE / FORM	Recognizes, names and creates geometric shapes ; Recognizes organic shapes, free form, positive/negative shapes	40	13
VALUE	Black & White, grayscale, one color plus B or W, three levels of value	40-41	
TEXTURE	Identifies actual textures (e.g.. rough/smooth) Understands implied textures	41-42	
SPACE	Understands over/under, besides, behind/front, Foreground, background, middle ground, size, etc.	42-43	12
COLOR	Names primary and secondary colors Understands warm & cool colors	43	7
PRINCIPLES OF DESIGN			
EMPHASIS/ DOMINANCE	Identifies and uses emphasis/ dominance	44	9
CONTRAST, VARIETY, BALANCE, MOVEMENT, RHYTHM, & PROPORTION IN A WORK OF ART	Explores and creates works of art using these principles of design	44	
SKILLS & TECHNIQUES			
TOOLS	Varies pressure, placement and direction of tools with control		
TECHNIQUES	Uses one type of tool, e.g. brushes, to create different visual qualities		
COMMUNICATION			
EXPRESS AND PRESENT IDEAS	Recognizes that ideas and feelings can be expressed through the arts		
COMMUNICATE FOR A SPECIFIC PURPOSE	Uses the arts to communicate for a specific purpose (e.g., tell a story)		
Demonstrates knowledge of ARTS CAREERS and the role of arts skills in the world of work	Maintains focus and demonstrates perseverance		



**THIRD GRADE
Art Appreciation Goals**

ELEMENTS	3 rd	OSPI See pg.	Concepts See pg.
LINE	Understands and demonstrates types of lines: direction, expression/emotion, movement, shapes, textures, and patterns Imaginative and observational drawing. Details, contours, and design.	55	11 & 14
SHAPE / FORM	Recognizes, names and creates geometric shapes Recognizes organic shapes, free form, positive/negative shapes	56	13
VALUE	Black & White, grayscale, one color plus B or W, three levels of value	56-57	
TEXTURE	Identifies actual textures (e.g.. rough/smooth) Understands implied textures	57-58	14
SPACE	Understands over/under, besides, behind/front, Foreground, background, middle ground, size, etc.	58-59	13
COLOR	Names primary and secondary colors Understands warm & cool colors Understands intermediate (tertiary) colors	59	6
PRINCIPLES OF DESIGN			
MOVEMENT / RHYTHM	Identifies and uses movement within an artwork	60	15
REPETITION/PATTERN, CONTRAST, VARIETY, BALANCE, MOVEMENT/RHYTHM, AND PROPORTION	Identifies and uses these principles of design in artwork	60	
SKILLS AND TECHNIQUES			
TOOLS	Demonstrates proper care of tools and materials		
TECHNIQUES	Blends art media for different visual purposes		
COMMUNICATION			
EXPRESS AND PRESENT IDEAS	Identifies how ideas are expressed through the arts		
COMMUNICATE FOR A SPECIFIC PURPOSE	Uses the arts to communicate for a specific purpose (e.g., inform, motivate)		
Demonstrates knowledge of ARTS CAREERS and the role of arts skills in the world of work	Identifies career roles in the arts Meets goals and deadlines to complete work		



**FOURTH GRADE
Art Appreciation Goals**

ELEMENTS	4 th	OSPI See pg.	Concepts See pg.
LINE	Understands and demonstrates types of lines (Direction: horizontal, vertical, diagonal, etc.) Uses line as expression/emotion, movement, shapes, textures, and patterns Imaginative and observational drawing. Details, contours, and design, value, gesture	71	14
SHAPE / FORM	Recognizes, names and creates geometric shapes Recognizes organic shapes, free form, positive/negative shapes, illusion of 3D on 2D.	72	13
VALUE	Black & White, grayscale, one color plus B or W, three levels of value	73	6
TEXTURE	Identifies actual textures (e.g.. rough/smooth) Understands implied textures	73- 74	
SPACE	Understands over/under, besides, behind/front, Foreground, background, middle ground, size, detail/diminishing detail, color/diminishing color etc.	74- 75	8
COLOR	Names primary and secondary colors Understands warm & cool colors Understands intermediate (tertiary) colors	75- 76	6
PRINCIPLES OF DESIGN			
BALANCE	Identifies and demonstrates symmetrical (formal) asymmetrical (informal) and radial balance in two and three dimensions	76	4
REPETITION/PATTERN, CONTRAST, VARIETY, BALANCE MOVEMENT AND RHYTHM, PROPORTION, CONTRAST □	Uses and discusses the use of principles of design in his/her work and the work of others (Balance: symmetrical, asymmetrical, and radial)	76	
SKILLS AND TECHNIQUES			
TOOLS	Controls tools and processes to produce detailed imagery in a variety of media		
TECHNIQUES	Uses subtractive and additive processes		
COMMUNICATION			
EXPRESS AND PRESENT IDEAS	Identifies how ideas and feelings are expressed through the arts		
COMMUNICATE FOR A SPECIFIC PURPOSE	Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)		
Demonstrates knowledge of ARTS CAREERS and the role of arts skills in the world of work	Practices/ rehearses to refine arts skills		



FIFTH GRADE
Art Appreciation Goals

ELEMENTS	5 th	OSPI See pg.	Concepts See pg.
LINE	Understands and demonstrates types of lines; Uses line as expression/emotion, movement, shapes, textures, and patterns; Imaginative and observational drawing; Details, contours, and design, value, gesture. Uses line to create texture.	87-88	11
SHAPE / FORM	Recognizes, names and creates geometric shapes Recognizes organic shapes, free form, positive & negative shapes, illusion of 3D on 2D. Realism.	88-89	13
VALUE	Black & White, grayscale, one color plus B or W, four levels of value uses lines and shapes	89-90	7
TEXTURE	Identifies textures; Understands implied textures	90-91	14
SPACE	Understands over/under, besides, behind/front, Foreground, background, middle ground, size, detail/diminishing detail, color/diminishing color, Positive/negative space/shapes.	92	8, 12
COLOR	Names primary and secondary colors; Understands warm & cool colors; Understands intermediate (tertiary) colors, Tints and shades (color value). Complementary color pairs. Language of color.	93	6
PRINCIPLES OF DESIGN			
BALANCE	Identifies and applies principles of balance , repetition, emphasis, and movement in an artwork	94	4
CONTRAST			
EMPHASIS/ DOMINANCE	Identifies and applies principles of balance, repetition, emphasis , and movement in an artwork		9
PROPORTION			
MOVEMENT / RHYTHM	Identifies and applies principles of balance, repetition, emphasis, and movement in an artwork		15
REPETITION / PATTERN	Identifies and applies principles of balance, repetition , emphasis, and movement in an artwork		9
VARIETY, HARMONY, UNITY			
SKILLS & TECHNIQUES			
TOOLS	Uses different 2D and 3D art mediums to create textural effects		
TECHNIQUES	Combines media for visual and expressive purposes AND a variety of techniques in observational drawing		
COMMUNICATION			
EXPRESS AND PRESENT IDEAS	Expresses ideas and feelings through the arts		
COMMUNICATE FOR A SPECIFIC PURPOSE	Creates and/or performs an artwork to communicate for a given purpose with instructor direction		
Demonstrates knowledge of ARTS CAREERS and the role of arts skills in the world of work	Benchmark 1: Describes career roles in the arts. Demonstrates arts skills used in the world of work		



SIXTH GRADE
Art Appreciation Goals
 From State of Washington's OSPI website

SECONDARY VISUAL ARTS	
Grade 6-7	
1. The student understands and applies arts knowledge and skills.	
1.1.1 Understands arts concepts and vocabulary: <u>Elements:</u> <i>line</i> <i>shape</i> <i>form</i> <i>value</i> <i>texture</i> <i>space</i> <i>color</i>	<ul style="list-style-type: none"> • Identifies and mixes complementary colors to form neutrals • Identifies and uses warm/ cool colors as advancing and receding in space • Identifies and uses form and texture in 2D and 3D art forms
1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement/rhythm</i> <i>repetition/pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> • Uses movement of the viewers eye within a composition • Differentiates between realistic, non-objective, and abstract works of art
1.2 Develops arts skills and techniques	<ul style="list-style-type: none"> • Understands and demonstrates gradations of value both in neutrals and in colors • Uses a wide variety of media singularly and in combination
1.3 Understands and applies arts styles from various artists, cultures, and times	<ul style="list-style-type: none"> • Identifies techniques from various artists, cultures, and/or times
1.4 Applies audience skills in a variety of arts settings and performances	<ul style="list-style-type: none"> • Identifies how the audience and artist/performer interact

SECONDARY VISUAL ARTS

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Grade 6-7

2. The student demonstrates thinking skills using artistic processes.

2.1 Applies a creative process in the arts:

- Conceptualizes the context or purpose
- Gathers information from diverse sources
- Develops ideas and techniques
- Organizes arts elements, forms, and/or principles into a creative work
- Reflects for the purpose of elaboration and self evaluation
- Refines work based on feedback
- Presents work to others

- Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

2.2 Applies a performance process in the arts:

- Identifies audience and purpose
- Selects artistic work (repertoire) to perform
- Analyzes the structure and background of work
- Interprets by developing a personal approach to the work
- Rehearses, adjusts, and refines through evaluation and problem solving
- Presents work for others
- Reflects and evaluates

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

2.3 Applies a responding process to an arts presentation:

- Engages actively and purposefully
- Describes what is seen and/or hear
- Analyzes how the elements are arranged and organized
- Interprets based on descriptive properties
- Evaluates using supportive evidence and criteria

- Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process

Grade 6-7	
3. The student communicates through the arts.	
3.1 Uses the arts to express and present ideas and feelings	<ul style="list-style-type: none"> Identifies use and misuse (plagiarism) of pre-existing artistic works to communicate
3.2 Uses the arts to communicate for a specific purpose	<ul style="list-style-type: none"> Uses the arts to communicate for a specific purpose (e.g., to record history, persuade)
3.3 Develops personal aesthetic criteria to communicate artistic choices	<ul style="list-style-type: none"> Describes how aesthetic choices are influenced by historical context

SECONDARY VISUAL ARTS	
Grade 6-7	
4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.	
4.1 Demonstrates and analyzes the connections among the arts disciplines	<ul style="list-style-type: none"> Describes arts processes that are unique to each arts discipline
4.2 Demonstrates and analyzes the connections between the arts and other content areas	<ul style="list-style-type: none"> Demonstrates that art concepts occur in other content areas
4.3 Understands how the arts impact lifelong choices	<ul style="list-style-type: none"> Analyzes how the arts impact peer group choices
4.4 Understands that the arts shape and reflect culture and history	<ul style="list-style-type: none"> Identifies specific attributes of artworks that reflect culture and history
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work	<ul style="list-style-type: none"> Identifies job specific skills for arts careers Demonstrates collaborative skills