



# VISUAL ARTS

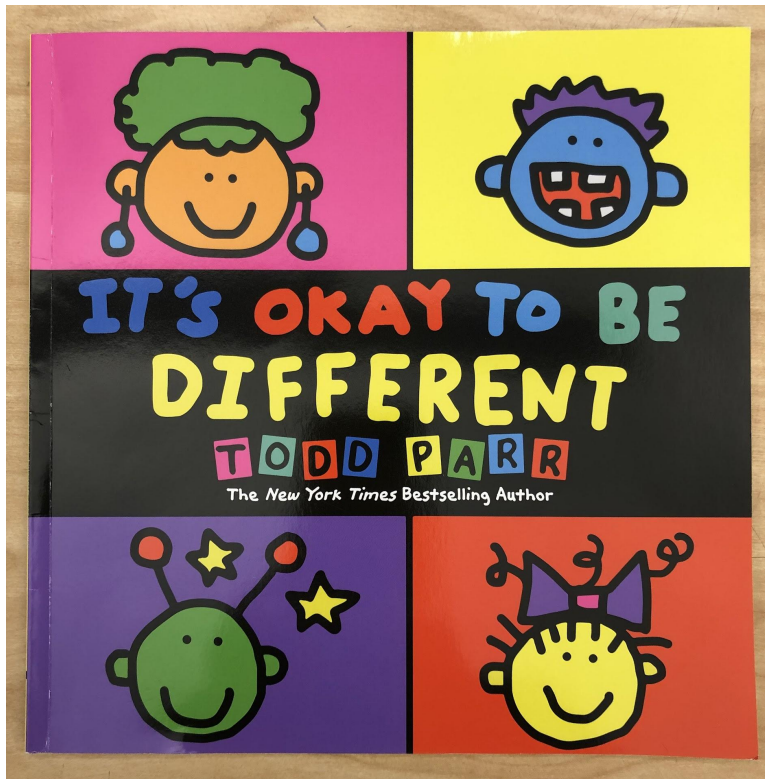
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# KINDERGARTEN

Quarter	Unit Theme	Standards to be Assessed
1	<b>The Basics: Elements and Principles</b>	<p><b>K.V.1.4</b> Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.</p> <p><b>K.V.1.5</b> Recognize characteristics of the Principles of Design, including repetition and contrast.</p> <p><b>K.V.2.2</b> Use sensory exploration of the environment as a source of imagery.</p> <p><b>K.CX.1.1</b> Use visual arts to illustrate how people express themselves differently</p> <p><b>K.CR.1.1</b> Identify the lines, colors, and shapes in works of art.</p>
2	<b>How Do We Express Ourselves?</b>	<p><b>K.V.1.2</b> Create original art that expresses ideas about oneself.</p> <p><b>K.V.2.1</b> Recognize that artists may view or interpret art differently.</p> <p><b>K.V.2.3</b> Create original art that does not rely on copying or tracing.</p> <p><b>K.CX.1.1</b> Use visual arts to illustrate how people express themselves differently.</p> <p><b>K.CX.2.3</b> Understand that artists sometimes share materials and ideas (collaboration).</p>
3	<b>Historical and Cultural Connections</b>	<p><b>K.CX.1.2</b> Recognize that art can depict something from the past (long ago) or present (today).</p> <p><b>K.CX.1.3</b> Recognize key components in works of art from different artists, styles, or movements.</p> <p><b>K.CX.1.4</b> Recognize key components of art from different cultures.</p>
4	<b>The Function of Art</b>	<p><b>K.CX.1.5</b> Recognize that an artist's tools and media come from natural and human-made resources.</p> <p><b>K.CX.2.1</b> Identify examples of functional objects of art in the immediate environment, including home and school.</p> <p><b>K.CX.2.2</b> Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.</p> <p><b>K.V.1.3</b> Recognize various symbols and themes in daily life.</p>
<b>All Qs</b>	These standards are overarching and can/should be embedded in all instruction	<p><b>K.V.1.1</b> Identify various art materials and tools.</p> <p><b>K.V.3.1</b> Use a variety of tools safely and appropriately to create art.</p> <p><b>K.V.3.2</b> Use a variety of media to create art.</p> <p><b>K.V.3.3</b> Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.</p> <p><b>K.CR.1.2</b> Explain personal art in terms of media and process</p>

# Self-Portraits inspired by Todd Parr

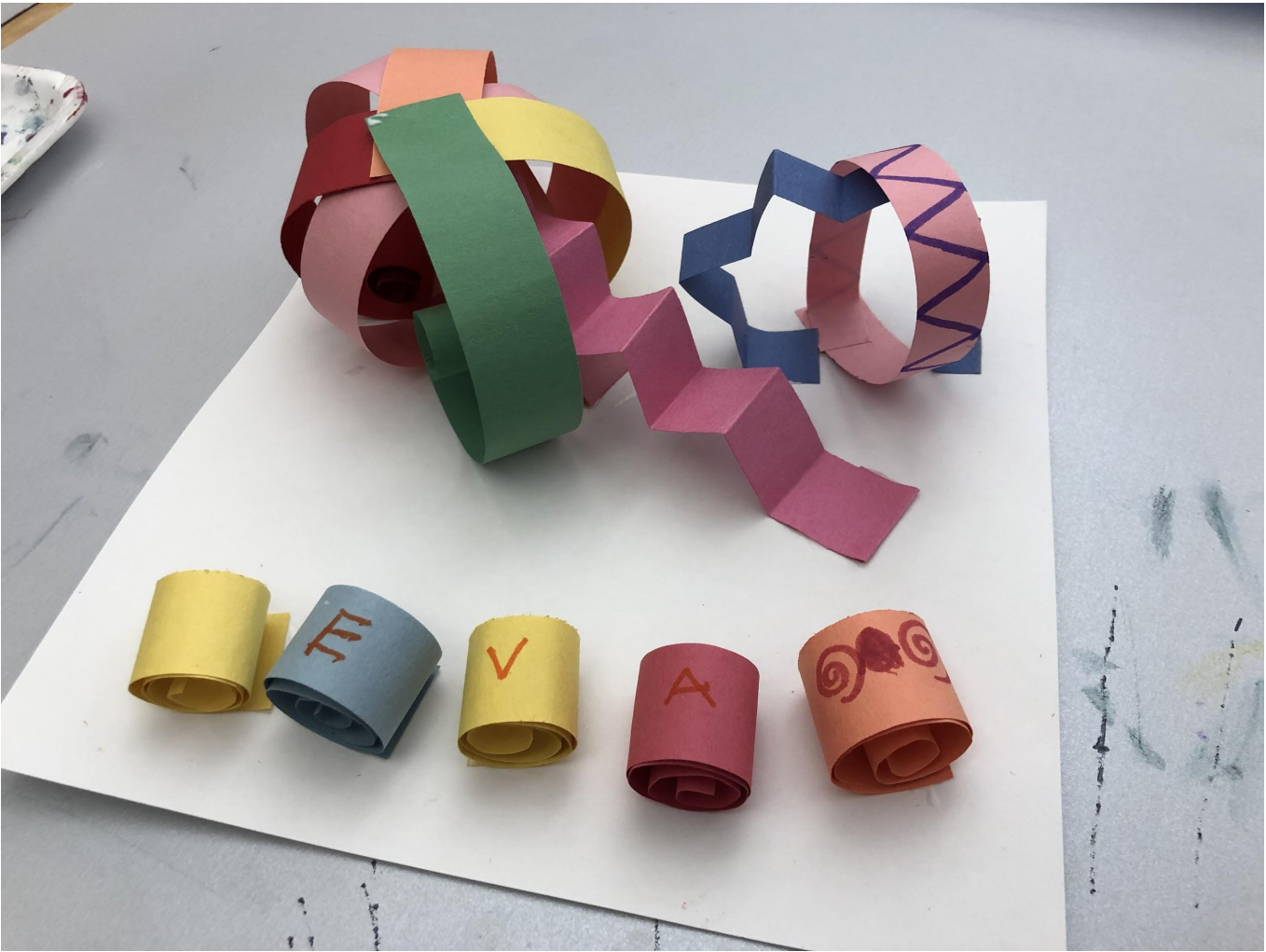




# 1ST GRADE

Quarter	Unit Theme	Standards to be Assessed
1	<b>The Basics: Elements and Principles</b>	<b>1.V.1.4</b> Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space. <b>1.V.1.5</b> Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance. <b>1.V.2.2</b> Understand how physical location affects what is seen in the immediate environment.. <b>1.CR.1.1</b> Use appropriate art terminology to express personal opinions about art.
2	<b>How Do We Express Ourselves?</b>	<b>1.V.1.2</b> Create original art that expresses ideas, themes, and events. <b>1.V.1.3</b> Recognize that symbols, subjects, or themes are used in the works of others to communicate <b>1.V.2.1</b> Recognize that artistic problems have multiple solutions. <b>1.V.2.3</b> Create art from imaginary sources of inspiration <b>1.CX.1.3</b> Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, still life. <b>1.CX.2.3</b> Differentiate between sharing ideas and copying.
3	<b>Historical and Cultural Connections</b>	<b>1.CX.1.1</b> Recognize how visual arts are used in customs and traditions of various cultures. <b>1.CX.1.2</b> Identify images in art as depicting something old (historic) or new (contemporary). <b>1.CX.1.4</b> Understand how art represents different cultures
4	<b>The Function of Art</b>	<b>1.CX.1.5</b> Understand that art is a reflection of the artist's ideas, environment, and/or resources. <b>1.CX.2.1</b> Identify the role of functional art in various communities around the world. <b>1.CX.2.2</b> Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
<b>All Qs</b>	These standards are overarching and can/should be embedded in all instruction	<b>1.V.3.1</b> Use a variety of tools safely and appropriately to create art. <b>1.V.3.2</b> Execute control of a variety of media. <b>1.V.3.3</b> Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art. <b>1.CR.1.2</b> Explain how and why personal works of art are made, focusing on media and process.

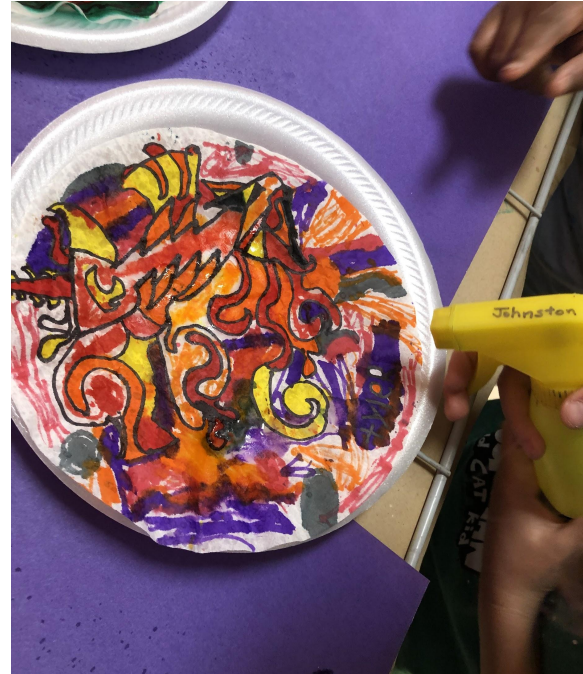
3-D Paper  
Sculptures



# 2ND GRADE

Quarter	Unit Theme	Standards to be Assessed
1	<b>The Basics: Elements and Principles</b>	<p>2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.</p> <p>2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.</p> <p>2.V.2.2 Use personal point of view of the environment as a source of imagery.</p> <p>2.CR.1.1 Use art terminology to describe art in terms of subject and physical characteristics.</p>
2	<b>How Do We Express Ourselves?</b>	<p>2.V.1.2 Create original art that expresses ideas about people, neighborhoods, or communities.</p> <p>2.V.1.3 Understand the “story” in works of art.</p> <p>2.V.2.1 Understand that artistic problems have multiple solutions.</p> <p>2.V.2.3 Create art from real and imaginary sources of inspiration.</p> <p>2.CX.2.3 Recognize that some artists work in teams to create art.</p>
3	<b>Historical and Cultural Connections</b>	<p>2.CX.1.1 Exemplify visual arts representing the heritage, customs, and traditions of various cultures.</p> <p>2.CX.1.2 Recognize that works of art represent specific time periods.</p> <p>2.CX.1.3 Understand various movements in art and the artists that represent them.</p> <p>2.CX.1.4 Compare art from various cultures.</p>
4	<b>The Function of Art</b>	<p>2.CX.1.5 Understand that artists use natural resources in creating art.</p> <p>2.CX.2.1 Recognize the impact of regional differences on the production of art.</p> <p>2.CX.2.2 Understand relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.</p>
<b>All Qs</b>	These standards are overarching and can/should be embedded in all instruction	<p>2.V.1.1 Use appropriate art vocabulary when discussing media, processes, or images in art.</p> <p>2.V.3.1 Use a variety of tools safely and appropriately to create art.</p> <p>2.V.3.2 Recognize characteristics of a variety of media.</p> <p>2.V.3.3 Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.</p> <p>2.CR.1.2 Evaluate personal work, while in progress and at completion</p>

After reading *The Dot* students made their own dot designs and mixed colors with a spray bottle.

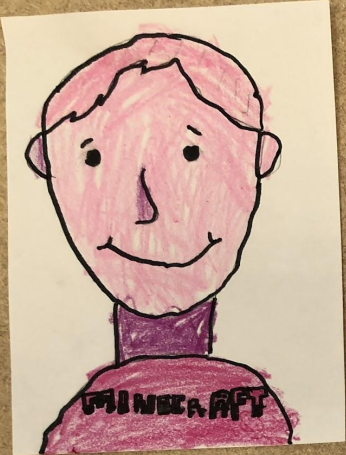


# 3RD GRADE

Quarter	Unit Theme	Standards to be Assessed
1	<b>Art as a Process</b>	<b>3.V.1.4</b> Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. <b>3.V.3.3</b> Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology. <b>3.CX.1.5</b> Use local, natural, or recycled resources to create art. <b>3.CR.1.1</b> Analyze art in terms of the Elements of Art and Principles of Design.
2	<b>Technique</b>	<b>3.V.1.1</b> Use art vocabulary, including specific artistic terms. <b>3.V.3.1</b> Understand how a single tool can be manipulated in multiple ways, safely and appropriately. <b>3.V.3.2</b> Use a variety of media with refined skills.
3	<b>Big Ideas</b>	<b>3.V.1.2</b> Understand that artists use their art to express personal ideas. <b>3.CX.1.2</b> Understand how art documents the history of the local community. <b>3.CX.1.3</b> Classify artists, styles, and movements. <b>3.CX.2.2</b> Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
4	<b>Art in the Piedmont / American Design</b>	<b>Art in the Piedmont</b> <b>3.V.2.3</b> Create art from realistic sources of inspiration. <b>3.CX.1.1</b> Exemplify how visual arts are used by various groups for artistic expression within the local community. <b>3.CR.1.2</b> Evaluate the compositional and expressive qualities of personal works of art. <b>American Design</b>



Monochromatic  
Self-Portraits



# 4TH GRADE

Quarter	Unit Theme	Standards to be Assessed
1	<b>NC Places and Spaces</b>	4.V.1.1 Use appropriate art vocabulary to compare artists' styles. 4.V.1.4 Understand how the Elements of Art are used to develop a composition. 4.V.1.5 Understand how the Principles of Design work in relation to each other. 4.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.
2	<b>NC Artist Personal Voices</b>	4.V.1.3 Infer meaning from art. 4.V.2.1. Identify different successful solutions to artistic problems. 4C.X.1.4. Explain how place and time influence ideas, issues, and themes found in art. 4V.2.2. Use ideas and imagery from North Carolina as sources for creating art. 4V.2.3 Create abstract art that expresses ideas.
3	<b>The Art of North Carolina</b>	4.V.3.2 Compare characteristics of a variety of media. 4.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina. 4.CX.1.2 Recognize key contributions of North Carolina artists in art history. 4.CX.1.3 Classify NC artists in terms of styles, genre, and/or movements. 4.CX.2.3 Understand individual roles, while applying collaborative skills in creating art.
4	<b>NC Creative Industries</b>	4.CX.2.1 Exemplify visual arts industries in North Carolina. 4.CX.2.2 Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.

First day project:  
3-D Paper Sculptures



# 5TH GRADE

Quarter	Unit Theme	Standards to be Assessed
1	<b>Mastering Art Materials</b>	<p>5.V.1.1 Use appropriate art vocabulary to describe art movements.</p> <p>5.V.1.4 Understand the relationship between the Elements of Art and the Principles of Design.</p> <p>5.V.2.1 Evaluate solutions to artistic problems, including their effectiveness.</p> <p>3.V.3.1 Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.</p>
2	<b>Creating Artistic Voice and Style</b>	<p>5.V.1.2 Create art that reflects personal voice and choice.</p> <p>5.V.1.5 Apply the Principles of Design in creating compositions.</p> <p>5.V.2.2 Use ideas and imagery from the global environment as sources for creating art.</p> <p>5.V.2.3 Create realistic, imaginative, abstract, and non-objective art.</p> <p>5.V.3.2 Use appropriate media for the creation of original art.</p>
3	<b>Art of the Americas</b>	<p>5.V.1.3 Classify works of art in terms of whether they are realistic, abstract, or non-objective.</p> <p>5.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States</p> <p>5.CX.1.2 Recognize key contributions of North American artists in history.</p>
4	<b>Art is Everywhere/Art Connects</b>	<p>5.CX.2.1 Analyze the relationship between arts and daily life in product design, print, and digital media.</p> <p>5.CX.2.2 Exemplify how information and skills learned in art can be applied in other disciplines.</p> <p>5.CX.2.3 Understand the balance of individual roles and collaborative skills to create art.</p>



After reading *The Dot* students made their own dot designs.

