Foreword

Curriculum in this document is based on the National Core Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

Definition of the Visual Arts

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. –National Art Education Association
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How to use this document:

This curriculum guide is not...

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide is meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are most essential for student learning; it is our district’s guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students’ learning beyond them.

The curriculum guide is a planning tool; assessed clusters and topics are provided, but as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals. You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.
Des Moines Public Schools Educational Philosophy

Vision
Becoming the model for urban education in the United States.

Mission Statement
The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

Student Expectations
Students demonstrate proficiency and understanding of a rigorous core curriculum:

- They demonstrate proficiency in reading, writing, speaking and listening
- They demonstrate proficiency in mathematics, including algebra and geometry
- They demonstrate financial and economic literacy
- They demonstrate an understanding of the value of fine and performing arts in society
- They demonstrate proficiency in technological and information literacy
- They demonstrate proficiency in science, including life, earth and physical science

Students possess the knowledge and skills to be self-directed and autonomous:

- They demonstrate critical thinking and problem solving skills
- They exercise sound reasoning in making complex choices
- They exhibit creative, innovative and entrepreneurial thinking
- They understand the attributes of physical and mental well-being

Students have world awareness:

- They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community
- They understand the rights and obligations of citizenship at local, state, national, and global levels
- They are actively engaged in community life
- They will be exposed to languages and cultures of the world
Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts

- Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
- Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
- Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

Effective Components of an Educational Studio Program

- Demonstrations of artistic techniques and uses of media
- Opportunities for practice, experimentation, and refinement based on effective feedback
- Support for divergent thinking and multiple learning outcomes
- A rich and robust variety of visual references
- A variety of critique and response formats
- Introductions to and expectations for use of appropriate art vocabulary
- Connections among artists, careers, and art in everyday life and communities
- An organizational system for storage and disbursement of materials and tools
- Clear and maintained expectations for art room safety, cleaning, and classroom procedures
- Integrations and connections with other content areas
- Displays of various student works within the school and the community

Learning Topics for Elementary Grades

- K-1: Creating and Connecting
- 2-5: Creating, Connecting, and Responding
Document Structures
Learning goals for all curricular areas are organized by overarching concepts called topics. Within those topics live a learning goal. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales. The outline below serves to define the various elements of the curriculum structure.

- **Learning Topic – The Overarching Concept**
  - Definition of the topic.
  - National Standards alignments – those most closely related to the overarching concept.
    - Anchor Standard: Anchor standards define the expectations for students entering college and careers, and provide the foundation for the K-12 visual arts standards.
    - Enduring Understanding: Statements summarizing important ideas and core processes that are central to visual arts and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying visual arts.
    - Essential Questions: Organizing questions to set the focus for lessons or units. They are the initiators of creative and critical thinking.

Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

<table>
<thead>
<tr>
<th>SCALE SCORE</th>
<th>ACADEMIC DESCRIPTOR</th>
<th>STUDENT-FRIENDLY DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeding Standard</td>
<td>I have demonstrated deep understanding that goes beyond the learning goal</td>
</tr>
<tr>
<td>3</td>
<td>Meeting Standard</td>
<td>I have met the learning goal</td>
</tr>
<tr>
<td>2</td>
<td>Developing Toward Standard</td>
<td>I have the foundational skills and knowledge for the learning goal and I am almost there</td>
</tr>
<tr>
<td>1</td>
<td>Insufficient Progress</td>
<td>The evidence I have submitted shows I have a long way to go to reach the learning goal</td>
</tr>
<tr>
<td>0/M</td>
<td>No evidence of student understanding in submitted work OR Missing – student has not submitted evidence</td>
<td>I have not submitted evidence of learning for the learning goal</td>
</tr>
</tbody>
</table>

*For more information on district assessment and grading practices, please refer to the Grading Practices website [http://grading.dmschools.org/teacher-resources.html](http://grading.dmschools.org/teacher-resources.html)*
**Learning Topic – Creating (K-5)**
- The Elements of Art are defined as the visual components of color, form, line, shape, space, texture, and value.
- The Principles of Design are defined as visual organization using balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity.
- National Standards alignments
  - Anchor Standard: Organize and develop artistic ideas and work.
  - Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
  - Essential Questions: How do artists and designers create works of art or design that effectively communicate?

**Vertical Sequence of Learning Goals**
- Students demonstrate they have developed the ability to:

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>1) Experiment with materials.</td>
<td>1) Collaboratively experiment with materials.</td>
<td>1) Explore multiple techniques or processes within a variety of media.</td>
<td>1) Intentionally and appropriately apply techniques or processes in a variety of media.</td>
<td>1) Choose media and techniques to create a work of personal interest and provide evidence for artistic choices.</td>
<td>1) Choose media and techniques to create an original work with a social idea or message and provide evidence for artistic choices.</td>
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<tr>
<td>2) Independently identify and apply:</td>
<td>2) Independently identify and apply:</td>
<td>2) Independently identify and apply:</td>
<td>2) Independently identify and apply:</td>
<td>2) Independently apply multiple Elements of Art to an original art work.</td>
<td>2) Independently apply multiple Principles of Design to an original art work.</td>
</tr>
<tr>
<td>a) Line</td>
<td>a) Texture</td>
<td>a) Form</td>
<td>a) Value</td>
<td>a) Space</td>
<td></td>
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<tr>
<td>b) Shape</td>
<td>b) Repetition</td>
<td>b) Movement</td>
<td>b) Emphasis</td>
<td>b) Unity</td>
<td></td>
</tr>
<tr>
<td>c) Pattern</td>
<td>c) Variety</td>
<td>c) Rhythm</td>
<td>c) Balance</td>
<td>c) Proportion</td>
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<tr>
<td>d) Color (primary and secondary)</td>
<td>d) Color (complimentary colors)</td>
<td>d) Color (cool and warm colors)</td>
<td>d) Color (shade and tint)</td>
<td>d) Color (tertiary colors)</td>
<td></td>
</tr>
</tbody>
</table>
• **Learning Topic – Connecting (K-5)**
  - Making connections in art is defined as exploring links between works of art and history, society, culture, and personal experiences.
  - National Standards alignments
    - Anchor Standard
      - Perceive and analyze artistic work.
      - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
      - Synthesize and relate knowledge and personal experiences to make art.
    - Enduring Understandings
      - Engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
      - People develop ideas and understandings of society, culture, and history through their interactions with and analyses of art.
    - Essential Questions
      - How do life experiences influence the way you relate to art?
      - How does art help us understand the lives of people of different times, places, and cultures?
      - How is art used to impact the views of society?

• **Vertical Sequence of Learning Goals**
  - Students demonstrate they have the ability to:

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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1)</td>
<td>Create artwork that expresses feelings about a familiar topic.</td>
<td>Create art that tells a story about a personal experience.</td>
<td>Create art works about home, school, or community.</td>
<td>Create art based on observation of surroundings.</td>
<td>Create art that reflects an opinion or idea about society.</td>
</tr>
<tr>
<td>2)</td>
<td>Explain preferences for particular artworks.</td>
<td>Compare artworks from different time periods that tell a story.</td>
<td>Compare and contrast art works about home, school, or community from various times and places.</td>
<td>Create art that alters or abstracts reality.</td>
<td>Critically analyze (four step) and evaluate their own work and the work of others based on established criteria.</td>
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<td>5)</td>
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</table>


• **Learning Topic – Responding (2-5)**
  - Planning is defined as the process of conceiving and developing new artistic ideas and work.
  - National Standards alignments
    - Anchor Standard:
      - Generate and conceptualize artistic ideas and work.
      - Refine and complete artistic work.
    - Enduring Understandings
      - Creativity and innovative thinking are essential life skills that can be developed.
      - Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative goals.
      - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
      - People gain insights into meanings of artworks by engaging in the process of art criticism.
    - Essential Questions
      - What conditions, attitudes, and behaviors support creativity and innovative thinking?
      - What factors prevent or encourage people to take creative risks?

• **Vertical Sequence of Learning Goals**
  - Students demonstrate they have the ability to:
    - 2: Execute a collaboratively designed solution to a creative problem.
    - 3: Execute an independently designed solution to a creative problem.
    - 4: Formulate, communicate, and implement an action plan.
    - 5: Formulate, communicate, implement, and revise an action plan based on peer discussion or reflection.
K-5 Learning Goals at a Glance: This rubric shows year-long *learning goals* across all grade levels in all topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Students demonstrate they have the ability to: 1) Experiment with materials.</td>
<td>Students demonstrate they have the ability to: 1) Collaboratively experiment with materials.</td>
<td>Students demonstrate they have the ability to: 1) Explore multiple techniques or processes within a variety of media.</td>
<td>Students demonstrate they have the ability to: 1) Intentionally and appropriately apply techniques or processes in a variety of media.</td>
<td>Students demonstrate they have the ability to: 1) Choose media and techniques to create a work of personal interest and provide evidence for artistic choices.</td>
<td>Students demonstrate they have the ability to: 1) Choose media and techniques to create an original work with a social idea or message and provide evidence for artistic choices.</td>
</tr>
<tr>
<td></td>
<td>2) Independently apply: a) Line, b) Shape, c) Pattern, d) Color Theory (primary and secondary)</td>
<td>2) Independently apply: a) Texture, b) Repetition, c) Variety, d) Color Theory (complimentary colors)</td>
<td>2) Independently apply: a) Form, b) Movement, c) Rhythm, d) Color Theory (cool and warm)</td>
<td>2) Independently apply: a) Value, b) Emphasis, c) Balance, d) Color Theory (shade and tint)</td>
<td>2) Independently identify and apply: a) Space, b) Unity, c) Proportion, d) Color (tertiary colors)</td>
<td>3) Independently apply multiple Principles of Design to an original art work</td>
</tr>
<tr>
<td>Connecting</td>
<td>Students demonstrate the have the ability to: 1) Create artwork that expresses feelings about a familiar topic.</td>
<td>Students demonstrate the have the ability to: 1) Create art that tells a story about a personal experience.</td>
<td>Students demonstrate the have the ability to: 1) Create art works about home, school, or community. 2) Compare and contrast artworks about home, school, or community from various times and places.</td>
<td>Students demonstrate they have the ability to: 1) Create art works that reflect cultural traditions. 2) Use artistic concepts and personal response to make informed judgement about a piece of art.</td>
<td>Students demonstrate they have the ability to: 1) Create art based on observation of surroundings. 2) Create art that alters or abstracts reality. 3) Critically analyze (four step) and evaluate their own work and the work of others based on established criteria.</td>
<td>Students demonstrate they have the ability to: 1) Create art that reflects an opinion or idea about society. 2) Critically analyze (four step) and evaluate their own work and the work of others based on established criteria.</td>
</tr>
<tr>
<td></td>
<td>2) Explain preferences for particular artworks.</td>
<td>2) Explain preferences for particular artworks.</td>
<td>2) Explain preferences for particular artworks.</td>
<td>2) Explain preferences for particular artworks.</td>
<td>2) Explain preferences for particular artworks.</td>
<td>2) Explain preferences for particular artworks.</td>
</tr>
</tbody>
</table>

Responding

- Execute a collaboratively designed solution to a creative problem.
- Execute an independently designed solution to a creative problem.
- Formulate, communicate, and implement an action plan.
- Formulate, communicate, implement, and revise an action plan based on peer discussion or reflection.
## Kindergarten Proficiency Scales

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
</table>
|       | Student's performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary including, but not limited to:  
- Line, shape, color, primary color, secondary color, pattern | Students demonstrate they have the ability to:  
1) Experiment with materials.  
2) Independently apply:  
   a) Line  
   b) Shape  
   c) Pattern  
   d) Color Theory *(primary and secondary)* | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Creating | **Students demonstrate they have developed the ability to:**  
- Identify and describe line, shape, color, and pattern | **Students demonstrate they have the ability to:**  
1) Create artwork that expresses certain feelings.  
2) Express preference for particular artworks. | **Students demonstrate they have the ability to:**  
1) Create artwork that expresses feelings about a familiar topic.  
2) Explain preferences for particular artworks. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Connecting | Student's performance reflects insufficient progress towards foundational skills and knowledge. | Students demonstrate they have the ability to:  
1) Create artwork that expresses certain feelings.  
2) Express preference for particular artworks. | **Students demonstrate they have the ability to:**  
1) Create artwork that expresses feelings about a familiar topic.  
2) Explain preferences for particular artworks. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
First Grade Proficiency Scales

<table>
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<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| **Creating** | Student's performance reflects insufficient progress towards foundational skills and knowledge. | **Students will recognize or recall specific vocabulary including, but not limited to:**  
- Texture, repetition, variety, 
complimentary colors | **Students demonstrate they have the ability to:**  
1) Collaboratively experiment with materials.  
2) Independently apply:  
  a) Texture  
  b) Repetition  
  c) Variety  
  d) Color Theory (complimentary colors) | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Connecting** | Student's performance reflects insufficient progress towards foundational skills and knowledge. | **Students demonstrate they have the ability to:**  
- Recognize and recall specific examples or parts of particular art works that tell personal stories. | **Students demonstrate they have the ability to:**  
1) Create art that tells a story about a personal experience.  
2) Compare artworks from different time periods that tell a story. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
## Second Grade Proficiency Scales

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| Creating | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary including, but not limited to:  
- Form, movement, rhythm, cool and warm colors  
Students demonstrate they have developed the ability to:  
- Identify and describe form, movement, rhythm, and cool and warm colors | Students demonstrate they have the ability to:  
1) Explore multiple techniques or processes within a variety of media.  
2) Independently apply:  
  a) Form  
  b) Movement  
  c) Rhythm  
  d) Color Theory (cool and warm) | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Connecting | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students demonstrate they have the ability to:  
- Recognize and recall examples or parts of particular artworks that depict home, school, or community. | Students demonstrate they have the ability to:  
1) Create art works about home, school, or community.  
2) Compare and contrast artworks about home, school, or community from various times and places. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Responding | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students demonstrate they have the ability to:  
- Collaboratively brainstorm multiple solutions to a creative problem. | Students demonstrate they have the ability to:  
- Execute a collaboratively designed solution to a creative problem. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
## Third Grade Proficiency Scales

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| Creating | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary including, but not limited to:  
- Value, emphasis, balance, shade and tint.  
Students demonstrate they have developed the ability to:  
- Identify and describe value, emphasis, balance, shade and tint. | Students demonstrate they have the ability to:  
1) Intentionally and appropriately apply techniques or processes in a variety of media.  
2) Independently apply:  
  a) Value  
  b) Emphasis  
  c) Balance  
  d) Color Theory (shade and tint) | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Connecting | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students demonstrate they have the ability to:  
1) Recognize and recall examples or parts of particular artworks that depict cultural traditions.  
2) Compare and contrast different artistic compositions. | Students demonstrate they have the ability to:  
1) Create art works that reflect cultural traditions.  
2) Use artistic concepts and personal response to make an informed judgement about a piece of art. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Responding | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students demonstrate they have the ability to:  
- Independently brainstorm multiple solutions to a creative problem. | Students demonstrate they have the ability to:  
- Execute an independently designed solution to a creative problem. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
# Fourth Grade Proficiency Scales

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
<td></td>
<td><strong>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</strong></td>
<td><strong>Students will recognize or recall specific vocabulary including, but not limited to:</strong></td>
<td><strong>Students demonstrate they have the ability to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• <em>Space, unity, proportion, and tertiary colors.</em></td>
<td>1) Choose media and techniques to create an original work or personal interest and provide evidence for artistic choices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Students demonstrate they have developed the ability to:</strong></td>
<td>2) Independently apply:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify and describe space, unity, proportion, and tertiary colors</td>
<td>a) <em>Space</em></td>
</tr>
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<td></td>
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<td></td>
<td>b) <em>Unity</em></td>
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<td>c) <em>Proportion</em></td>
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<td></td>
<td>d) <em>Color Theory (Tertiary colors)</em></td>
</tr>
<tr>
<td><strong>Connecting</strong></td>
<td></td>
<td><strong>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</strong></td>
<td><strong>Students will recognize or recall specific vocabulary including, but not limited to:</strong></td>
<td><strong>Students demonstrate they have the ability to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• <em>Observation, realism, abstract</em></td>
<td>1) <em>Create art based on observation of surroundings.</em></td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Students demonstrate they have the ability to:</strong></td>
<td>2) <em>Create art that alters or abstracts reality.</em></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>1) Recognize and recall examples or parts of particular representational and/or non-representational artworks.</td>
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<td>2) Describe components of their own work or the work of others.</td>
<td>3) <em>Critically analyze (four step) and evaluate their own work and the work of others based on established criteria.</em></td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td></td>
<td><strong>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</strong></td>
<td><strong>Students demonstrate they have the ability to:</strong></td>
<td><strong>Students demonstrate they have the ability to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Articulate an action plan to make art.</td>
<td>1) <em>Formulate, communicate, and implement an action plan.</em></td>
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<td></td>
<td>In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.</td>
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## Fifth Grade Proficiency Scales

<table>
<thead>
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| Creating     | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary including, but not limited to:  
• *The Elements of Art and Principles of Design*  
Students demonstrate they have developed the ability to:  
• Identify and describe the Elements of Art and Principles of Design | Students demonstrate they have the ability to:  
1) Choose media and techniques to create an original work with a social idea or message and provide evidence for artistic choices.  
2) Independently apply multiple Elements of Art to an original art work.  
3) Independently apply multiple Principles of Design to an original art work. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Connecting   | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students demonstrate they have developed the ability to:  
1) Formulate and communicate an idea or opinion about society.  
2) Recognize and recall specific elements and principles in their own work or the work of others. | Students demonstrate they have the ability to:  
1) Create art that reflects an opinion or idea about society.  
2) Critically analyze (four step) and evaluate their own work and the work of others based on established criteria. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| Responding   | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students demonstrate they have the ability to:  
• Formulate, communicate, and implement an action plan. | Students demonstrate they have the ability to:  
• Formulate, communicate, implement, and revise an action plan based on peer discussion or reflection. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
Common Vocabulary Terms
Common vocabulary for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

<table>
<thead>
<tr>
<th>Required Terms</th>
<th>Recommended Terms</th>
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<td>Color</td>
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<td>Texture</td>
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<td>Value</td>
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<tr>
<td>Complimentary</td>
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<tr>
<td>Shade</td>
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<td>Tint</td>
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<tr>
<td>Balance</td>
<td>Perspective</td>
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<tr>
<td>Emphasis</td>
<td>Intensity</td>
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<td>Movement</td>
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<td>Pattern</td>
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<td>Repetition</td>
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<tr>
<td>Proportion</td>
<td>Asymmetry</td>
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<td>Rhythm</td>
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<td>Variety</td>
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<tr>
<td>Unity</td>
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<td>Composition</td>
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<td>Perspective</td>
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<td>Craftsmanship</td>
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<td>Portfolio</td>
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<td>Technique</td>
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<td>Media</td>
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Elements of Art
The elements of art are the building blocks used by artists to create a work of art.

**Line** is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.

**Shape** is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.

**Forms** are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.

**Space** is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.

**Color** is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).

- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the color wheel (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.

**Texture** is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.
Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.

**Balance** is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

**Emphasis** is the part of the design that catches the viewer’s attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.

**Movement** is the path the viewer’s eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.

**Pattern** is the repeating of an object or symbol all over the work of art.

**Repetition** works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.

**Proportion** is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

**Rhythm** is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.

**Variety** is the use of several elements of design to hold the viewer’s attention and to guide the viewer’s eye through and around the work of art.

**Unity** is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.
Four-Step Critical Analysis Process

- **Step 1: Describe – What do you see?**
  - Credit line information such as title, artist, date created, size, medium, location, genre.
  - What do you see in the art work? Use objective observations and identification skills. All descriptions must be observable facts.
  - EXAMPLE: “Starry Night, Vincent Van Gogh, 1832… I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc…”

- **Step 2: Analyze—How is the work organized?**
  - Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
  - EXAMPLE: “The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer’s eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc…”

- **Step 3: Interpret – “What is the artist saying?”**
  - Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else’s.
  - Answer the question, “I think________________, because I see __________________.”
  - EXAMPLE: “I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the some colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc…”

- **Step 4: Judge – “Is this a successful piece of art?”**
  - Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you’ve discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
  - Answer this questions, “I think this work is (not) successful because ____________________."
  - EXAMPLE: “I think this work is successful because it the colors and lines are organized in an interesting, swirlly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc…”