

Visual Art Department

Indian Hill Exempted Village School District

Curriculum Outline Grades K - 4

Standard I: Historical, Cultural, and Social Contexts

Benchmark A: Recognize and describe visual art forms and artworks from various times and places.

- Indicator 1. Distinguish between common visual art forms (e.g., painting, sculpture and ceramics) from different cultures. Grade K
- Indicator 2. Recognize and describe visual symbols, images and icons that reflect the cultural heritages of the people of the United States (e.g., flags, monuments, and landmarks). Grade 1
- Indicator 3. Place art works and art objects in temporal order relating them to earlier time or the present. Grade 2
- Indicator 4. Connect various art forms and artistic styles to their cultural traditions. Grade 3
- Indicator 5. Identify and describe artwork from various cultural / ethnic groups that settled in Ohio over time (e.g., Paleo Indians, European immigrants, Appalachian, Amish, African or Asian groups). Grade 4

Benchmark B. Identify art forms, visual ideas and artistic styles and describe how they are influenced by time and culture.

- Indicator 1. Name and point out subject matter observed in artwork from various cultural heritages and traditions (e.g., common objects, people, places, events). Grade K
- Indicator 2. Observe different cultural styles of art and point out how artists use lines, shapes, colors, and textures. Grade 1
- Indicator 3. Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past. Grade 2
- Indicator 4. Identify and compare similar themes, subject matter, and images in artworks from historical and contemporary eras. Grade 3
- Indicator 5. Compare and contrast art forms from different cultures and their own culture. Grade 4

Benchmark C. Identify and describe the different purposes people have for creating works of art.

- Indicator 1. Recognize that people create works of art and art objects for different purposes. Grade K
- Indicator 2. Share artwork or an art object from their own cultural backgrounds and describe its purpose (e.g., personal, functional, or decorative). Grade 1
- Indicator 3. Identify and compare the purpose of art objects from various cultures (e.g., masks, puppets, pottery, and weaving). Grade 2
- Indicator 4. Identify artworks from their communities or regions and communicate how they reflect social influences or cultural traditions. Grade 3
- Indicator 5. Compare the decorative and functional qualities of artwork from cultural / ethnic groups within their communities. Grade 4

Benchmark D. Place selected visual artists chronologically on a timeline in the history of Ohio, The United States, or North America and describe how their styles and choice of subject matter reflect the time period.

- Indicator 1. Use words or pictures to tell how art is made by artists. Grade K
- Indicator 2. Listen to the life story of one or more culturally representative artists and identify his or her works and artistic style. Grade 1
- Indicator 3. Identify works made by one or more visual artists in a selected historical period. Grade 1
- Indicator 4. Distinguish artistic style and subject matter in the artworks of two or more visual artists from local, regional, or state history. Grade 2
- Indicator 5. Recognize selected artistic styles and subject matter in the artworks of two or more visual artists from local, regional, or state history. Grade 3
- Indicator 6. Select an Ohio artist and explain how the artist's work relates to Ohio history. Grade 4
- Indicator 7. Construct a simple timeline that places selected artist and their works next to historical events in the same time period. Grade 4

Standard II: Creative Expression and Communication

Benchmark A. Demonstrate knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.

- Indicator 1. Explore and experiment with a variety of art materials and tools for self-expression. Grade K
- Indicator 2. Identify and name materials used in visual art. Grade K
- Indicator 3. Demonstrate beginning skill in use of art materials and tools. Grade 1
- Indicator 4. Demonstrate increasing skill in the use of art tools and materials. Grade 2
- Indicator 5. Demonstrate skill and expression in the use of art techniques and processes. Grade 3
- Indicator 6. Use appropriate visual art vocabulary when describing art-making processes. Grade 3
- Indicator 7. Identify and select art materials, tools, and processes to achieve specific purposes in their art works. Grade 4

Benchmark B. Use the elements and principles of art as a means to express ideas, emotions, and experiences.

- Indicator 1. Explore art elements to express ideas in a variety of visual forms (e.g., drawings, paintings, and ceramics). Grade K
- Indicator 2. Identify visual art elements and principles using art vocabulary. Grade 1
- Indicator 3. Use selected art elements and principles to express a personal response to the world. Grade 1
- Indicator 4. Establish a purpose for creating artworks. Grade 2
- Indicator 5. Identify, select, and use art elements and principles to express emotions and produce a variety of visual effects. Grade 2
- Indicator 6. Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole). Grade 3
- Indicator 7. Identify relationships between selected art elements and principles (e.g., color and rhythm). Grade 3
- Indicator 8. Discuss the artworks in terms of line, shape, color, texture, and composition. Grade 4
- Indicator 9. Initiate and use strategies to solve visual problems (e.g., construct three-dimensional art objects that have structural integrity and a sense of completeness). Grade 4

Benchmark C. Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

- Indicator 1. Generate ideas and images for artwork based on memory, imagination, and experience. Grade K
- Indicator 2. Invent imagery and symbols to express thoughts and feelings. Grade 1
- Indicator 3. Explore and use a range of subject matter to create original works of art (e.g., people, places, animals, and nature). Grade 1
- Indicator 4. Create artworks based on observations of familiar objects and scenes in the environment. Grade 2
- Indicator 5. Compare the subject matter and ideas in their own artworks with those in the works of others. Grade 2
- Indicator 6. Use visual art vocabulary to talk about what they wanted to achieve in their artworks. Grade 2
- Indicator 7. Recognize and identify a purpose or intent for creating an original work of art. Grade 3
- Indicator 8. Create an original work of art that illustrates a story or interprets a theme. Grade 3
- Indicator 9. Create a narrative image (e.g., objects well-connected and in a sequence) that expresses an event from personal experience. Grade 4

Benchmark D. Recognize and use ongoing assessment to revise and improve the quality of original artworks.

- Indicator 1. Select and share favorite, original artworks. Grade K
- Indicator 2. Begin to use basic self-assessment strategies to improve artworks (e.g., make revisions and reflect on the use of art elements). Grade 1
- Indicator 3. Begin to revise work to a level of personal satisfaction. Grade 2
- Indicator 4. Use feedback and self-assessment to improve the quality of artworks. Grade 3
- Indicator 5. Give and receive constructive feedback to produce artworks that meet learning goals. Grade 4

Standard III: Analyzing and Responding

Benchmark A. Identify and describe the visual features and characteristics in works of art.

- Indicator 1. Respond to artworks by pointing out images and subject matter. Grade K
- Indicator 2. Relate their own experiences to what they see in works of art. Grade K
- Indicator 3. Recognize the similarities and differences between artistic styles. Grade K
- Indicator 4. Notice and describe multiple characteristics (e.g., colors, forms, materials, and subject matter) in their own artworks and the works of others. Grade 1
- Indicator 5. Explore and describe how a selected art object was made. Grade 1
- Indicator 6. Describe the different ways that art elements are used and organized in works of art including their own. Grade 1
- Indicator 7. Use details to describe objects, symbols, and visual effects in artworks (e.g., tilted objects, yellow-orange sun, or striped shirt). Grade 2
- Indicator 8. Compare and describe the materials and techniques used by artists in works they observe. Grade 2
- Indicator 9. Respond to the composition of artworks by describing how art elements work together to create expressive impact (e.g., the relationship of colors and shapes to create a happy or fearful mood). Grade 2

- Indicator 10. Use details to describe the characteristics of subject matter in artworks (e.g., subtle facial expressions, distinctive clothing, or stormy weather). Grade 3
- Indicator 11. Explain how art principles are used by artists to create visual effects (e.g., balance used to create the effect of stability). Grade 3
- Indicator 12. Compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning. Grade 4

Benchmark B. Apply comprehensive strategies (e.g., personal experience, art knowledge, emotion, and perceptual and reasoning skills) to respond to a range of visual artworks.

- Indicator 1. Ask and answer questions about the main ideas and stories in artworks. Grade K
- Indicator 2. Describe how selected artworks make them feel, and use examples from the works to explain why. Grade K
- Indicator 3. Describe how art elements and principles are organized to communicate meaning in works of art. Grade 1
- Indicator 4. Connect their own interests and experiences to the subject matter of artworks. Grade 1
- Indicator 5. Use context clues to identify and describe the cultural symbols and images in artworks. Grade 2
- Indicator 6. Discuss different responses to, and interpretations of, the same artwork. Grade 3
- Indicator 7. Explain the function and purpose of selected art objects (e.g., utilitarian, decorative, societal, and personal). Grade 4
- Indicator 8. Describe how artists use symbols and imagery to convey meaning in culturally representative works. Grade 4

Benchmark C. Contribute to the development of criteria for discussing and judging works of art.

- Indicator 1. Select and share a favorite visual work of art and tell their reasons for choosing it. Grade K
- Indicator 2. Recognize criteria as important characteristics related to the quality of a work of art. Grade 1
- Indicator 3. Recognize the difference between assessing the quality of artwork and their personal preference for a work. Grade 2
- Indicator 4. Identify successful characteristics that contribute to the quality of their own artwork and the works of others. Grade 3
- Indicator 5. Identify criteria for discussing and assessing works of art. Grade 3
- Indicator 6. Explain how an art critic uses criteria to judge artworks. Grade 4
- Indicator 7. Refer to criteria when discussing and judging the quality of works of art. Grade 4

Standard IV: Valuing the Arts / Aesthetic Reflection

Benchmark A. Apply basic reasoning skills to understand why works of art are made and valued.

- Indicator 1. Reflect on and ask questions about why people make art. Grade K
- Indicator 2. Offer reasons for making art. Grade 1
- Indicator 3. Create and communicate a definition of art. Grade 2
- Indicator 4. Explain reasons for selecting an object they think is a work of art. Grade 3
- Indicator 5. Explain how works of art can reflect the beliefs, attitudes, and traditions of the artist. Grade 4
- Indicator 6. Reflect on and develop their own beliefs about art (e.g., how art should look, what it should express, or how it should be made). Grade 4

Benchmark B. Form their own opinions and views about works of art and discuss them with others.

- Indicator 1. Recognize that people have different viewpoints about works of art. Grade K
- Indicator 2. Form their own opinions and views about works of art. Grade 1
- Indicator 3. Recognize that people (e.g., family, friends, teachers, and artists) have different beliefs about art and value art for different reasons. Grade 1
- Indicator 4. Compare different responses to the same work of art (e.g., parents, peers, teachers, and artists). Grade 2
- Indicator 5. Listen carefully to others' viewpoints and beliefs about art. Grade 2
- Indicator 6. Ask clarifying questions about others' ideas and views concerning art. Grade 3
- Indicator 7. Support their viewpoints about selected works of art with examples from the works. Grade 4

Benchmark C. Distinguish and describe the aesthetic qualities in works of art.

- Indicator 1. Notice and point out different ways that an artwork expresses a feeling or a mood. Grade K
- Indicator 2. Describe the expressive qualities in their own works of art. Grade 1
- Indicator 3. Talk about their thoughts and feelings when looking at works of art. Grade 2
- Indicator 4. Distinguish between technical and expressive qualities in their own artworks. Grade 3
- Indicator 5. Describe the successful use of one expressive element in an artwork, using sensory details and descriptive language. Grade 4

Standard V: Connections, Relationships, and Applications

Benchmark A. Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communications.

- Indicator 1. Use visual symbols to represent the rhythms, beats, and sound they hear in music. Grade K
- Indicator 2. Make connections between visual art, music, and movement. Grade 1
- Indicator 3. Use visual art materials to express an idea from a song, poem, play, or story. Grade 2
- Indicator 4. Interpret a favorite painting through movement or music. Grade 3
- Indicator 5. Identify and describe common themes, subject matter, and ideas expressed across arts disciplines. Grade 4
- Indicator 6. Describe how selected visual art elements or principles are used in one or two other arts disciplines (e.g., color, unity, variety, and contrast). Grade 4

Benchmark B. Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

- Indicator 1. Connect words and images by sketching or illustrating a favorite part of a story. Grade K
- Indicator 2. Create a visual art product to increase understanding of a concept or topic studied in another content area (e.g., mathematics - measurement; English language arts - sequencing a story; geography - continents; science - balance). Grade 1
- Indicator 3. Compare and contrast the importance of visual artists to society with the importance of explorers, inventors, or scientists. Grade 2
- Indicator 4. Communicate mathematics, geography, or science information visually (e.g., develop a chart, graph, or illustration). Grade 3

Indicator 5. Relate concepts common to the arts and disciplines outside the arts (e.g., composition, balance, form, and movement). Grade 4

Benchmark C. Create and solve an interdisciplinary problem using visual art processes, materials, and tools.

Indicator 1. Create artwork that explores a central theme across disciplines (e.g., family, communication, and culture). Grade K

Indicator 2. Create artwork that explores a central theme across disciplines (e.g., family, communication, and culture). Grade 1

Indicator 3. Demonstrate the relationship between and among art forms (e.g., create costumes and scenery for a play). Grade 1

Indicator 4. Construct a three-dimensional model to represent a topic or theme from another subject area (e.g., construct a model of a scene from history or the life story of a historical figure such as Abraham Lincoln, Harriet Tubman, or Susan B. Anthony). Grade 2

Indicator 5. Apply problem solving skills from other subject areas to solve artistic problems (e.g., scientific method and inquiry processes). Grade 3

Indicator 6. Demonstrate technical skill by creating an art product that uses common materials and tools from different subject areas (e.g., ruler, compass, graph paper, and computer). Grade 4

Benchmark D. Describe how visual art is used in their communities and the world around them and provide examples.

Indicator 1. Recognize when and where people create, observe, and respond to visual art. Grade K

Indicator 2. Identify and discuss artwork they see in the school and local community. Grade 1

Indicator 3. Identify what an artist does and find examples of works by artists in their local communities. Grade 1

Indicator 4. Share artwork from a resource in their communities and describe its cultural context. Grade 2

Indicator 5. Describe ways they use visual art outside the classroom and provide examples. Grade 2

Indicator 6. Identify and discuss artists in the community who create different kinds of art. Grade 2

Indicator 7. Provide examples of different types of artists and describe their roles in everyday life (e.g., muralists, industrial designers, architects, and book illustrators). Grade 3

Indicator 8. Read biographies and stories about key artists from Ohio and describe how their work reflects and contributes to Ohio history. Grade 4

Indicator 9. Recognize and identify a range of careers in visual art (e.g., fashion designer, architect, graphic artist, and museum curator). Grade 4