

Georgia Performance Standards

Fine Arts

Grades K-5 Visual Arts Introduction

Art is an integral part of the total elementary school curriculum, recognized by National Standards to be part of the core of quality education. All children in grades K-5 should receive regularly scheduled art instruction taught by certified visual arts specialists.

Art is an important means of self-expression. The Georgia Performance Standards for Visual Art builds opportunities for children to develop innate sensibilities through making and studying art. As students are guided through visual, tactile, and manipulative art experiences, they build important mental constructs. The standards guide development of the students' technical abilities and higher-order thinking skills. This sequenced, developmentally appropriate set of standards for elementary art has been designed to develop aesthetic understanding, creative thinking, perceptual awareness, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

The Visual Arts Skills Matrix provided with these standards lists skills, techniques, and materials that should be integrated into content as appropriate (rather than taught separately).

A well-constructed elementary art program will ensure that the students will understand the following:

- Imagination is important.
- There may be more than one answer to a question and more than one solution to a problem.
- Answers to a question need not be identical.
- Intrinsic satisfaction matters.
- Flexibility of thought is critical throughout the course of one's work.
- Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

Georgia Performance Standards

Fine Arts

GRADE 2

VISUAL ARTS

Children at this stage are inclined to draw what they know, not what they see. Symbols become progressively more detailed. The use of base-lines and sky-lines is a common drawing strategy at this age. Children make art for enjoyment and personal expression.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through mapping, diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA2MC.1 Engages in the creative process to generate and visualize ideas.

- a. Generates visual images in response to *open-ended* prompts, themes, and narratives.

VA2MC.2 Formulates personal responses.

- a. Produces multiple interpretations for an object or image.
- b. Revises artwork in response to unanticipated insights and discoveries.

VA2MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

- a. Discusses uses of symbols and cultural icons in artwork.
- b. Mentally envisions what cannot be directly observed (e.g., depicting imaginary worlds, fantastic machines, unusual creatures).
- c. Generates new images and meaning by using visual analogy and metaphor (e.g., seeing a cloud as an animal).
- d. Observes how the visual relationship of objects and ideas affects meaning and/or significance.

Georgia Performance Standards

Fine Arts

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas.

- a. Recognizes unique contributions of contemporary and historical Georgia artists and art forms.
- b. Creates artwork that explores ideas, issues, and events from current and past cultures.

VA2CU.2 Views and discusses selected artworks.

- a. Names subject and theme.
- b. Uses context clues to identify time and place.
- c. Theorizes and suggests how culture and environment provide inspiration for creating artworks.
- d. Recognizes media and technique.
- e. Observes and discusses simple perspective techniques (e.g., diminishing size, overlapping, placement on the picture plane).

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills, and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material and technique to communication of ideas. Media/techniques should include, but are not limited to drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.

VA2PR.1 Creates artworks based on personal experience and selected themes.

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture) and principles of design (e.g., balance, repetition).
- c. Combines materials in new and inventive ways to make a finished work of art.

Georgia Performance Standards

Fine Arts

VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
- b. Creates landscape with a horizon line.
- c. Creates paintings with a variety of media (e.g., tempera, watercolor).
- d. Mixes colors intentionally to create specific new colors.
- e. Mixes white with colors to create tints and black with colors to create shades (values).
- f. Creates prints using mono-printing or relief techniques.
- g. Develops craft techniques (e.g., collage, stitchery, weaving).

VA2PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- a. Creates ceramic objects incorporating basic additive method.
- b. Creates sculpture using a variety of materials and methods (e.g., papier-mâché, paper sculpture, assemblage, found objects).
- c. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, and jewelry).

VA2PR.4 Participates in appropriate exhibition(s) of artworks.

- a. Writes a title that describes his or her finished work of art.
- b. Writes an artist's statement by reflecting on finished artwork.
- c. Signs a finished work of art.
- d. Views displayed artwork.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

Georgia Performance Standards

Fine Arts

VA2AR.1 Discusses his or her artwork and the artwork of others.

- a. Demonstrates a respect for art forms and art objects.
- b. Identifies the differences between photographs, paintings, drawings and sculptures.
- c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, and texture.
- d. Differentiates horizontal, vertical, and diagonal lines.
- e. Uses art terminology with emphasis on the principles of design: contrast, rhythm/movement, and pattern/repetition.
- f. Recognizes that lines can show rhythm and movement.
- g. Demonstrates that shape/forms can have balance (e.g., symmetrical, asymmetrical).
- h. Identifies geometric and non-geometric shapes and forms in artwork.
- i. Describes colors as warm or cool.
- j. Identifies value as the lightness or darkness of a color.
- k. Distinguishes between 2-D shapes and 3-D forms.
- l. Explains how space is either positive or negative.
- m. Identifies symmetrical (formal) and radial balance in artworks and in nature.
- n. Distinguishes between the textures of materials, such as fabric, yarn, paper, clay, and found objects.
- o. Recognizes that texture can be visual and/or tactile.
- p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.

VA2AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Describes his or her artwork, revealing subject, story, and intention.
- b. Discusses and compares his or her definition of art with that of others.
- c. Compares and contrasts artworks based on subject, theme, and/or elements.
- d. Expresses preference for one of two or three artworks.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).

Georgia Performance Standards

Fine Arts

VA2C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Explores and creates art inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA2C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.