

Kindergarten Visual Arts

Historical, Cultural, Social Contexts	Creative Expression & Communication	Analyzing & Responding	Valuing the Arts/Aesthetic Reflection	Connections, Relationships & Applications
<p>A. Recognize and describe visual art forms and artworks from various times and places.</p> <ul style="list-style-type: none"> • Distinguish between common visual art form (e.g., painting, sculpture, and ceramics) from different cultures. <p>B. Identify art forms, visual ideas, and images and describe how they are influenced by time and culture.</p> <ul style="list-style-type: none"> • Name and point out subject matter (e.g., common objects, people, places, and events) observed in artwork from various cultural heritages and traditions. <p>C. Identify and describe the different purposes people have for creating works of art.</p> <ul style="list-style-type: none"> • Recognize that people create works of art and art objects for different purposes. <p>D. Place selected visual art exemplars (e.g., artist, art objects, or works of art) chronologically in the history of Ohio, the United States or North America, and describe how they contribute to and reflect the time period.</p> <ul style="list-style-type: none"> • Use words or pictures to tell how art is made by selected artists. 	<p>A. Demonstrate knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.</p> <ul style="list-style-type: none"> • Explore and experiment with a variety of art materials and tools for self-expression. • Identify and name materials used in visual art. <p>B. Use the elements and principles of art as a means to express ideas, emotions, and experiences.</p> <ul style="list-style-type: none"> • Explore art elements to express ideas in a variety of visual forms (e.g., drawings, paintings, and ceramics). <p>C. Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.</p> <ul style="list-style-type: none"> • Generate ideas and images for artwork based on memory, imagination, and experience. <p>D. Recognize and use ongoing assessment to revise and improve the quality of original artworks.</p> <ul style="list-style-type: none"> • Select and share favorite, original artworks. 	<p>A. Identify and describe the visual features and characteristics in works of art.</p> <ul style="list-style-type: none"> • Respond to artworks by pointing out images and subject matter. • Relate their own experiences to what they see in works of art. • Recognize the similarities and differences between artistic styles. <p>B. Apply comprehension strategies (e.g., personal experience, art knowledge, emotion, and perceptual and reasoning skills) to respond to a range of visual artworks.</p> <ul style="list-style-type: none"> • Ask and answer questions about the main ideas and stories in artworks. • Describe how selected artworks make the feel, and use examples from the works to explain why. <p>C. Contribute to the development of criteria for discussing and judging works of art.</p> <ul style="list-style-type: none"> • Select and share favorite visual works of art and tell their reasons for choosing it. 	<p>A. Apply basic reasoning skills to understand why works of art are made and valued.</p> <ul style="list-style-type: none"> • Reflect on and ask questions about why people make art. <p>B. Form their own opinions and views about works of art and discuss them with others.</p> <ul style="list-style-type: none"> • Recognize that people have different viewpoints about works of art. <p>C. Distinguish and describe the aesthetic qualities in works of art.</p> <ul style="list-style-type: none"> • Notice and point out different ways that an artwork expresses a feeling or a mood. 	<p>A. Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.</p> <ul style="list-style-type: none"> • Use visual symbols to represent the rhythms, beats, and sounds they hear in music. <p>B. Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.</p> <ul style="list-style-type: none"> • Connect words and images by sketching or illustrating a favorite part of a story. <p>C. Create and solve an interdisciplinary problem using visual art processes, materials, and tools.</p> <ul style="list-style-type: none"> • Create artwork that explores a central theme across disciplines (e.g., family, communication, and culture). <p>D. Describe how visual art is used in their communities and the world around them and provide examples.</p> <ul style="list-style-type: none"> • Recognize when and where people create, observe, and respond to visual art.

Benchmarks: Clear statements of what students should know and be able to do at a specific time in their schooling. Benchmarks serve as checkpoints that monitor and measure students' progress toward meeting the standards. In the arts, benchmarks occur at the end of grades four, eight, and twelve.

Grade-Level Indicator: A specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade. These indicators serve as checkpoints that monitor progress toward the benchmarks.