

Grade Four

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe contrast and emphasis in works of art and in the environment.
- 1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
- 1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
- 1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

- 1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).
- 2.2 Use the conventions of facial and figure proportions in a figure study.
- 2.3 Use additive and subtractive processes in making simple sculptural forms.
- 2.4 Use fibers or other materials to create a simple weaving.

Communication and Expression Through Original Works of Art

- 2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.
- 2.6 Use the interaction between positive and negative space expressively in a work of art.
- 2.7 Use contrast (light and dark) expressively in an original work of art.
- 2.8 Use complementary colors in an original composition to show contrast and emphasis.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).

Diversity of the Visual Arts

- 3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
- 3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
- 4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
- 4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

Make Informed Judgments

- 4.4 Identify and describe how various cultures define and value art differently.
- 4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.
- 5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.

Visual Literacy

- 5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

Careers and Career-Related Skills

- 5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

Questions: State Board of Education | 916-319-0827

Last Reviewed: Monday, November 03, 2008

Grade Five

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
- 1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Analyze Art Elements and Principles of Design

- 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Use one-point perspective to create the illusion of space.
- 2.2 Create gesture and contour observational drawings.
- 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Communication and Expression Through Original Works of Art

- 2.4 Create an expressive abstract composition based on real objects.
- 2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
- 2.6 Use perspective in an original work of art to create a real or imaginary scene.
- 2.7 Communicate values, opinions, or personal insights through an original work of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
- 3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Diversity of the Visual Arts

- 3.3 Identify and compare works of art from various regions of the United States.
- 3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Use linear perspective to depict geometric objects in space.

Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Careers and Career-Related Skills

5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

Questions: State Board of Education | 916-319-0827

Last Reviewed: Monday, November 03, 2008

Grade Six

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and describe *all* the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.

Analyze Art Elements and Principles of Design

- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.2 Apply the rules of two-point perspective in creating a thematic work of art.
- 2.3 Create a drawing, using varying tints, shades, and intensities.

Communication and Expression Through Original Works of Art

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
- 2.6 Use technology to create original works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

Diversity of the Visual Arts

- 3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe ways in which their culture is being reflected in current works of art.

Make Informed Judgments

- 4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.
- 4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Research how art was used in theatrical productions in the past and in the present.
- 5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

- 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Careers and Career-Related Skills

- 5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

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Last Reviewed: Monday, November 03, 2008

Grade Seven

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.
- 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

Analyze Art Elements and Principles of Design

- 1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).
- 1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Develop increasing skill in the use of at least three different media.
- 2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.
- 2.3 Develop skill in using mixed media while guided by a selected principle of design.
- 2.4 Develop skill in mixing paints and showing color relationships.

Communication and Expression Through Original Works of Art

- 2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.
- 2.6 Create an original work of art, using film, photography, computer graphics, or video.
- 2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

Diversity of the Visual Arts

- 3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.
- 4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

Make Informed Judgments

- 4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.
- 4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.
- 4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.
- 5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Visual Literacy

- 5.3 Examine art, photography, and other two and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

Careers and Career-Related Skills

- 5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

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Grade Eight

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Use artistic terms when describing the intent and content of works of art.

Analyze Art Elements and Principles of Design

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).

2.2 Design and create maquettes for three-dimensional sculptures.

Communication and Expression Through Original Works of Art

2.3 Create an original work of art, using film, photography, computer graphics, or video.

2.4 Design and create an expressive figurative sculpture.

2.5 Select a medium to use to communicate a theme in a series of works of art.

2.6 Design and create both additive and subtractive sculptures.

2.7 Design a work of public art appropriate to and reflecting a location.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.

3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

Diversity of the Visual Arts

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.

- 4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.
- 4.3 Construct an interpretation of a work of art based on the form and content of the work.

Make Informed Judgments

- 4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.
- 4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.
- 4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.
- 5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

Visual Literacy

- 5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

Careers and Career-Related Skills

- 5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

Questions: State Board of Education | 916-319-0827

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