

# Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision as an artist.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>1</b></p> <p><b>Demonstrate creative thinking by employing originality, flexibility, fluency, and imagination in the development of artwork.</b></p>	<p>K.1</p> <p>The student will apply creative thinking to artmaking.</p> <ul style="list-style-type: none"> <li>a) Draw from imagination.</li> <li>b) Create works of art that represent personal responses to art-making challenges.</li> </ul>	<p>1.1</p> <p>The student will apply creative thinking to artmaking.</p> <ul style="list-style-type: none"> <li>a) Experiment with materials.</li> <li>b) Make unconventional combinations of ideas or objects in artwork.</li> </ul>	<p>2.1</p> <p>The student will apply creative thinking to artmaking.</p> <ul style="list-style-type: none"> <li>a) Incorporate unanticipated results of artmaking into works of art.</li> <li>b) Depict imaginary characters, scenes, or experiences.</li> </ul>	<p>3.1</p> <p>The student will apply creative thinking to artmaking.</p> <ul style="list-style-type: none"> <li>a) Use imaginative and expressive strategies to create works of art.</li> <li>b) Create work in collaboration with others.</li> </ul>	<p>4.1</p> <p>The student will apply creative thinking to artmaking.</p> <ul style="list-style-type: none"> <li>a) Apply imaginative and expressive ideas.</li> <li>b) Develop ideas individually and collaboratively.</li> </ul>	<p>5.1</p> <p>The student will apply creative thinking to artmaking.</p> <ul style="list-style-type: none"> <li>a) Express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.</li> <li>b) Demonstrate resilience and resourcefulness in solving art challenges.</li> </ul>

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>2</b></p> <p><b>Understand and apply creative processes for developing ideas and artwork.</b></p>	<p>K.2</p> <p>The student will apply a creative process for artmaking.</p> <ul style="list-style-type: none"> <li>a) Ask questions about art and artmaking.</li> <li>b) Generate multiple ideas for an art challenge.</li> <li>c) Share ideas with a group.</li> </ul>	<p>1.2</p> <p>The student will apply a creative process for artmaking.</p> <ul style="list-style-type: none"> <li>a) Examine a variety of solutions to art-making challenges.</li> <li>b) Describe steps used in the creation of works of art.</li> </ul>	<p>2.2</p> <p>The student will apply a creative process for artmaking.</p> <ul style="list-style-type: none"> <li>a) Generate a variety of solutions to artmaking challenges.</li> <li>b) Reflect on the process and outcome of an artmaking experience.</li> </ul>	<p>3.2</p> <p>The student will apply a creative process for artmaking.</p> <ul style="list-style-type: none"> <li>a) Identify innovative solutions used by artists to solve artmaking challenges.</li> <li>b) Describe and use steps of the artmaking process, including brainstorming, preliminary sketching, and planning, to create works of art.</li> <li>c) Collaborate with peers to identify ways to further develop an artwork.</li> </ul>	<p>4.2</p> <p>The student will apply a creative process for artmaking.</p> <ul style="list-style-type: none"> <li>a) Formulate questions about works of art.</li> <li>b) Use steps of the creative process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art.</li> </ul>	<p>5.2</p> <p>The student will apply a creative process for artmaking.</p> <ul style="list-style-type: none"> <li>a) Apply steps of the creative process, including brainstorming, researching, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.</li> <li>b) Use specific criteria to self-evaluate a finished product.</li> </ul>

## Critical Thinking and Communication

Students analyze art when they describe art works using appropriate vocabulary, classify properties of works in a variety of ways, compare and contrast aspects of art, and recognize properties and characteristics of art works. Students interpret work of self and others for messages and meaning. Evaluating the work of self and others allows students to apply content knowledge and to develop informed responses to artistic works. Students recognize and articulate personal preferences, beliefs, and opinions regarding art. Students examine their opinions, attitudes, and beliefs regarding art, and recognize the value of learning about diverse responses of others.

Collaboration and communication skills for visual arts include working toward a common goal, compromise, sharing responsibility, caring for materials and workspaces, teamwork, active listening for understanding, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>3</b></p> <p><b>Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.</b></p>	<p>K.3</p> <p>The student will analyze and interpret artwork using art vocabulary.</p> <ul style="list-style-type: none"> <li>a) Describe works of art.</li> <li>b) Describe objects in the environment by their visual qualities (e.g., location, size, color, texture, line, shape, pattern).</li> <li>c) Describe ideas, experiences, and feelings expressed in personal and other works of art.</li> </ul>	<p>1.3</p> <p>The student will analyze and interpret artwork using art vocabulary.</p> <ul style="list-style-type: none"> <li>a) Describe the visual qualities and content of works of art.</li> <li>b) Describe similarities and differences among works of art.</li> <li>c) Describe how ideas, opinions, and emotions are communicated in works of art.</li> </ul>	<p>2.3</p> <p>The student will analyze and interpret artwork using art vocabulary.</p> <ul style="list-style-type: none"> <li>a) Categorize works of art both real and imaginary, by subject matter, such as portrait, landscape, still life, and architecture.</li> <li>b) Interpret ideas, opinions, and emotions expressed in personal and others' works of art.</li> </ul>	<p>3.3</p> <p>The student will analyze and interpret artwork using art vocabulary.</p> <ul style="list-style-type: none"> <li>a) Identify distinguishing characteristics of a selection of art, such as landscape, portrait, still life, and narrative works.</li> <li>b) Analyze personal works of art, using visual art vocabulary, such as the elements of art and/or principles of design.</li> <li>c) Identify how works of art and craft communicate aspects of times, places, and cultures.</li> </ul>	<p>4.3</p> <p>The student will analyze, interpret, and evaluate artwork using art vocabulary.</p> <ul style="list-style-type: none"> <li>a) Compare and contrast abstract, representational, and nonrepresentational works of art.</li> <li>b) Analyze works of art based on visual properties and contextual information.</li> <li>c) Interpret works of art for multiple meanings.</li> <li>d) Describe criteria used to evaluate artwork of self and others.</li> </ul>	<p>5.3</p> <p>The student will analyze, interpret, and evaluate artwork using art vocabulary.</p> <ul style="list-style-type: none"> <li>a) Compare and contrast natural and constructed environments.</li> <li>b) Analyze and interpret works of art based on visual properties and context.</li> <li>c) Interpret an artist's point of view based on contextual information.</li> <li>d) Develop criteria to evaluate the work of self and others.</li> </ul>

<p><b>4</b></p> <p><b>Formulate and justify personal responses to visual arts.</b></p>	<p>K.4</p> <p>The student will describe personal connections to and interests in visual art.</p>	<p>1.4</p> <p>The student will share a response to art and explain why viewers may have different responses to works of art.</p>	<p>2.4</p> <p>The student will express opinions with supporting statements regarding works of art.</p>	<p>3.4</p> <p>The student will express informed judgments about works of art.</p>	<p>4.4</p> <p>The student will describe how personal beliefs influence responses to works of art.</p>	<p>5.4</p> <p>The student will select a preferred work of art and defend the selection.</p>
<p><b>5</b></p> <p><b>Apply collaboration and communication skills for visual arts works and processes.</b></p>	<p>K.5</p> <p>The student will describe how artists work together in a creative community.</p>	<p>1.5</p> <p>The student will identify skills needed to work collaboratively in a creative art community.</p>	<p>2.5</p> <p>The student will describe skills needed to work collaboratively in an art community.</p> <ul style="list-style-type: none"> <li>a) Active listening for understanding.</li> <li>b) Share and take turns with art tools and materials.</li> </ul>	<p>3.5</p> <p>The student will demonstrate skills needed to work collaboratively in an art community.</p> <ul style="list-style-type: none"> <li>a) Ask clarifying questions.</li> <li>b) Take responsibility for the care of art tools and materials.</li> </ul>	<p>4.5</p> <p>The student will demonstrate skills needed to work collaboratively in an art community.</p> <ul style="list-style-type: none"> <li>a) Provide and receive constructive feedback.</li> <li>b) Demonstrate personal responsibility for the art room spaces and tools.</li> </ul>	<p>5.5</p> <p>The student will apply skills needed to work collaboratively in an art community.</p> <ul style="list-style-type: none"> <li>a) Effectively use listening skills.</li> <li>b) Apply communication skills in class discussions and presentations.</li> <li>c) Recognize a variety of strengths in others and oneself.</li> </ul>

# History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating art from the perspective of many time periods, people, and places. Students understand that visual arts are integral to communities and cultures. Students identify and interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer. Students identify and understand ethical and legal considerations for engaging with art resources and source materials responsibly.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>6</b></p> <p><b>Understand cultural and historical influences of visual arts.</b></p>	<p>K.6</p> <p>The student will explore cultural and historical influences of art.</p> <ul style="list-style-type: none"> <li>a) Describe the concept that people in all cultures create works of art.</li> <li>b) Respond to art from a variety of time periods and places.</li> </ul>	<p>1.6</p> <p>The student will explore and recognize cultural and historical influences of art.</p> <ul style="list-style-type: none"> <li>a) Explain a variety of reasons why works of art can have importance.</li> <li>b) Describe how art is an integral part of one’s culture.</li> </ul>	<p>2.6</p> <p>The student will explore and identify cultural and historical influences of art.</p> <ul style="list-style-type: none"> <li>a) Identify symbols and motifs from various cultures.</li> <li>b) Identify public art, both historical and contemporary, and its impact on the community.</li> <li>c) Explain ways that the art of a culture reflects its people’s attitudes, beliefs, and experiences.</li> </ul>	<p>3.6</p> <p>The student will explore and examine cultural and historical influences of art.</p> <ul style="list-style-type: none"> <li>a) Identify how history, culture, and the visual arts influence each other.</li> <li>b) Compare and contrast works of art created by artists of diverse cultures.</li> <li>c) Examine the relationship between form and function in the artifacts of a culture.</li> <li>d) Compare and contrast art and architecture from a variety of cultures.</li> </ul>	<p>4.6</p> <p>The student will explore and examine cultural and historical influences of art.</p> <ul style="list-style-type: none"> <li>a) Describe the roles of crafts and artisans in diverse cultures.</li> <li>b) Compare and contrast characteristics of diverse cultures depicted in works of art.</li> <li>c) Identify ways that works of art from popular culture reflect the past and influence the present.</li> <li>d) Explain how criteria used to assess the importance of art may vary from one culture to another.</li> </ul>	<p>5.6</p> <p>The student will explore and examine cultural and historical influences of art.</p> <ul style="list-style-type: none"> <li>a) Describe how criteria used to assess the importance of art may vary over time.</li> <li>b) Examine the influence of historic events on works of art.</li> <li>c) Describe similarities and differences among art and artists from a variety of diverse cultures and experiences.</li> <li>d) Compare and contrast contemporary and historical works of art, including architecture.</li> </ul>

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>7</b></p> <p><b>Understand visual arts as a form of community engagement.</b></p>	<p>K.7</p> <p>The student will identify a variety of purposes for creating works of art including art to commemorate personal and community events.</p>	<p>1.7</p> <p>The student will identify artwork and artists in the community and Commonwealth.</p>	<p>2.7</p> <p>The student will describe roles of artwork and artists in communities.</p>	<p>3.7</p> <p>The student will determine reasons why art has value to people and communities.</p>	<p>4.7</p> <p>The student will explain how art is an integral part of one’s life and community.</p>	<p>5.7</p> <p>The student will describe how artists contribute to society.</p>
<p><b>8</b></p> <p><b>Identify and understand ethical and legal considerations for engaging with and using resources and source materials.</b></p>	<p>K.8</p> <p>The student will identify information about art from provided resources.</p>	<p>1.8</p> <p>The student will identify appropriate sources of information for learning about art.</p>	<p>2.8</p> <p>The student will identify appropriate sources for viewing art on the Internet.</p>	<p>3.8</p> <p>The student will demonstrate ethical use of the Internet when exploring art topics.</p>	<p>4.8</p> <p>The student will give credit to sources used in art research.</p>	<p>5.8</p> <p>The student will define intellectual property as it relates to art.</p>

## Innovation in the Arts

Students understand and explore opportunities to connect visual arts content, processes, and skills to career options, college opportunities, and the 21<sup>st</sup> Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>9</b></p> <p><b>Connect visual arts skills, content, and processes to career options, college opportunities, and the 21<sup>st</sup> Century workplace.</b></p>	<p>K.9</p> <p>The student will identify people, including oneself, who make art as artists.</p>	<p>1.9</p> <p>The student will describe various careers in the visual arts.</p>	<p>2.9</p> <p>The student will recognize careers related to the art media used in instruction.</p>	<p>3.9</p> <p>The student will identify a variety of artists and art careers.</p>	<p>4.9</p> <p>The student will identify common characteristics of various art careers.</p>	<p>5.9</p> <p>The student will describe various commercial art careers.</p>
<p><b>10</b></p> <p><b>Understand and explore the impact of current and emerging technologies on visual arts.</b></p>	<p>K.10</p> <p>The student will identify works of art created with contemporary media.</p>	<p>1.10</p> <p>The student will recognize how artists use current technology and contemporary media to create works of art.</p>	<p>2.10</p> <p>The student will explore contemporary digital tools for artmaking.</p>	<p>3.10</p> <p>The student will explore and investigate the use of technology for creating and editing works of art.</p>	<p>4.10</p> <p>The student will use contemporary media, which may include digital media, to create works of art individually or collaboratively.</p>	<p>5.10</p> <p>The student will investigate and explore approaches to time-based media such as video, traditional animation, digital animation, and game design.</p>

<p><b>11</b></p> <p><b>Cultivate authentic connections between visual arts skills, content, and processes with other fields of knowledge to develop problem-solving skills.</b></p>	<p>K.11</p> <p>The student will recognize connections between the arts, incorporating or responding to music, theatre, or dance in their artwork.</p>	<p>1.11</p> <p>The student will identify connections between the arts by incorporating or responding to music, theatre, or dance in their artwork.</p>	<p>2.11</p> <p>The student will apply connections between the arts by incorporating or responding to music, theatre, or dance in the creation of a work of art.</p>	<p>3.11</p> <p>The student will explain authentic opportunities for artmaking that demonstrate understanding of a concept learned in another content area.</p>	<p>4.11</p> <p>The student will explore how artmaking skills can be used in the development of solutions to real-world problems.</p>	<p>5.11</p> <p>The student will explore authentic opportunities for how artmaking skills are used for problem-solving.</p>
---	---	--	---	--	--	--

# Technique and Application

Students will develop skills and techniques for multiple means of expression in visual arts. Students will explore and develop ideas and skills for a variety of media, subject matter, styles, and techniques for visual communication and creative expression.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>12</b></p> <p><b>Explore and use elements of art and principles of design.</b></p>	<p>K.12</p> <p>The student will identify and use the following in works of art:</p> <ul style="list-style-type: none"> <li>a) Color—red, blue, yellow, green, orange, violet, brown, black, white.</li> <li>b) Line—straight/curved, thick/thin, long/short, up/down/across.</li> <li>c) Shape—circle, square, triangle, rectangle, oval.</li> <li>d) Texture—visual, tactile.</li> <li>e) Pattern—occurring naturally, made by people.</li> </ul>	<p>1.12</p> <p>The student will identify and use the following in works of art:</p> <ul style="list-style-type: none"> <li>a) Color—primary, secondary.</li> <li>b) Line—zigzag, dotted, wavy, spiral.</li> <li>c) Shape—geometric, organic.</li> <li>d) Texture—visual, tactile.</li> <li>e) Pattern—alternating, repeating.</li> </ul>	<p>2.12</p> <p>The student will identify and use the following in works of art:</p> <ul style="list-style-type: none"> <li>a) Color—warm, cool, neutral.</li> <li>b) Form—three-dimensional.</li> <li>c) Line—vertical, horizontal, diagonal.</li> <li>d) Shape—geometric, organic.</li> <li>e) Pattern—complex alternating and repeating.</li> </ul>	<p>3.12</p> <p>The student will use the following in works of art:</p> <ul style="list-style-type: none"> <li>a) Color—intermediate, warm, cool.</li> <li>b) Space—positive, negative.</li> <li>c) Balance—symmetry, asymmetry, radial.</li> <li>d) Contrast.</li> <li>e) Pattern—decorative repeating motifs.</li> </ul>	<p>4.12</p> <p>The student will use the following to express meaning in works of art:</p> <ul style="list-style-type: none"> <li>a) Color—hue, tint, shade, intensity.</li> <li>b) Texture—actual, implied.</li> <li>c) Value—shading to create implied depth.</li> <li>d) Pattern—repetition to imply movement.</li> <li>e) Variety—to create interest.</li> <li>f) Unity—to create compositional harmony.</li> </ul>	<p>5.12</p> <p>The student will use the following to express meaning in works of art:</p> <ul style="list-style-type: none"> <li>a) Color—student-mixed hues, tints, shades, tones.</li> <li>b) Form—convex, concave, positive, negative.</li> <li>c) Texture—surface embellishment.</li> <li>d) Value—gradation to create the illusion of depth on a two-dimensional surface.</li> <li>e) Balance—formal, informal.</li> <li>f) Pattern—repetition to create rhythm.</li> </ul>

<p><b>13</b></p> <p><b>Identify and use spatial relationships in composition.</b></p>	<p>K.13</p> <p>The student will identify spatial relationships for composition.</p> <ul style="list-style-type: none"> <li>a) Identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.</li> <li>b) Make observations of objects in space.</li> </ul>	<p>1.13</p> <p>The student will identify and apply spatial relationships for composition.</p> <ul style="list-style-type: none"> <li>a) Arrange shapes in space within the picture plane.</li> <li>b) Identify and use figure-ground relationships.</li> <li>c) Identify and use size relationships.</li> </ul>	<p>2.13</p> <p>The student will identify and apply spatial relationships and perspective for composition.</p> <ul style="list-style-type: none"> <li>a) Use foreground and background in works of art.</li> <li>b) Depict objects according to size and proportion within works of art.</li> </ul>	<p>3.13</p> <p>The student will identify and use foreground, middle ground, and background in two-dimensional works of art.</p>	<p>4.13</p> <p>The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.</p>	<p>5.13</p> <p>The student will apply and emphasize spatial relationships and perspective techniques in the composition of works of art.</p> <ul style="list-style-type: none"> <li>a) Use atmospheric perspective in works of art.</li> <li>b) Use size and proportion to emphasize spatial relationships in works of art.</li> </ul>
<p><b>14</b></p> <p><b>Draw from observation.</b></p>	<p>K.14</p> <p>The student will create drawings from observation.</p>	<p>1.14</p> <p>The student will create observational drawings of people and objects in the environment.</p>	<p>2.14</p> <p>The student will create preliminary drawings and/or finished works of art from observation.</p>	<p>3.14</p> <p>The student will use organic and geometric shapes in observational drawing.</p>	<p>4.14</p> <p>The student will use a variety of lines and shading techniques to create observational drawings.</p>	<p>5.14</p> <p>The student will draw the human figure in proportion from observation.</p>

<p><b>15</b></p> <p><b>Develop motor skills.</b></p>	<p>K.15</p> <p>The student will use motor skills to create two-dimensional and three-dimensional works of art (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping).</p>	<p>1.15</p> <p>The student will apply motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.</p>	<p>2.15</p> <p>The student will refine motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two-dimensional and three-dimensional works of art.</p>	<p>3.15</p> <p>The student will identify quality and technical skill in works of art.</p>	<p>4.15</p> <p>The student will reflect on quality and technical skill in personal works of art.</p>	<p>5.15</p> <p>The student will execute and complete works of art with attention to detail and skill in the use of art materials.</p>
<p><b>16</b></p> <p><b>Explore media, techniques, and processes.</b></p>	<p>K.16</p> <p>The student will explore a variety of media, techniques, and processes to create two-dimensional and three-dimensional artwork.</p>	<p>1.16</p> <p>The student will apply a variety of media, materials, techniques, and processes to create artwork.</p>	<p>2.16</p> <p>The student will create three-dimensional works of art, using a variety of materials to include clay.</p>	<p>3.16</p> <p>The student will use subtractive and additive processes in various media, including clay.</p>	<p>4.16</p> <p>The student will use a variety of media, materials, techniques, and processes to create artwork.</p> <ul style="list-style-type: none"> <li>a) Describe and use hand-building techniques to make a ceramic work of art.</li> <li>b) Use craft techniques.</li> </ul>	<p>5.16</p> <p>The student will use a variety of media, materials, techniques, and processes to create artwork.</p> <ul style="list-style-type: none"> <li>a) Create sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.</li> <li>b) Combine various craft techniques in works of art.</li> </ul>

<p><b>17</b></p> <p><b>Explore a variety of subject matter.</b></p>	<p>K.17</p> <p>The student will create artworks inspired by a variety of sources and subjects.</p> <ul style="list-style-type: none"> <li>a) Depict the human figure.</li> <li>b) Use nature as inspiration.</li> </ul>	<p>1.17</p> <p>The student will create works of art inspired by a variety of sources and subjects.</p> <ul style="list-style-type: none"> <li>a) Use the senses of sight, touch, and hearing.</li> <li>b) Create works of art inspired by stories or poems, ideas, and themes.</li> <li>c) Depict personal experiences.</li> </ul>	<p>2.17</p> <p>The student will create works of art inspired by a variety of concepts, themes, and/or literary sources.</p>	<p>3.17</p> <p>The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.</p>	<p>4.17</p> <p>The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.</p>	<p>5.17</p> <p>The student will create works of art inspired by a variety of sources, subjects, and other fields of knowledge</p>
---	---	--	---	---	--	---