Elementary Visual Arts
Student Learning Outcomes

Created by the Elementary Visual Arts Staff in the 2010-11 School Year
and revised regularly
Kindergarten Visual Arts – Learning Outcomes

Elements of Art

_Students will:_

1. Identify the six colors in the spectrum, which is the full range of pure colors
2. Identify the colors red, orange, yellow, green, blue, purple
3. Be able to make a line, which is a continuous mark or stroke with length and direction
4. Identify physical characteristics of lines—long, short, thick, thin, straight, curved
5. Create a three-dimensional form, which is an object that has depth, length and width
6. Create a sphere
7. Identify shapes, which are enclosed spaces, having only two dimensions
8. Create various shapes: circle, square, triangle, rectangle
9. Identify rough and smooth textures

Art Materials and Techniques

_Students will:_

1. Demonstrate safe use of scissors and glue
2. Use painting tools—brushes, sponges, and other gadgets
3. Use drawing tools—crayons, chalk, markers, pencils and oil pastels
4. Use modeling materials to create a work of art
1st Grade Visual Arts – Learning Outcomes

Students will continue to reinforce previous learning outcomes and work to master the following 1st grade learning outcomes:

Elements of Art
Students will:
1. Identify primary colors: red, yellow and blue
2. Identify black, brown and white
3. Identify and create various types of lines: zigzag, wavy, dashed, curly
4. Use modeling materials in a variety of ways to create three-dimensional forms
5. Use a variety of techniques such as rolling, pinching, twisting, patting and bending to manipulate modeling materials
6. Create various shapes: circle, square, triangle, rectangle, oval
7. Use a variety of materials to create texture: sponges, brushes, crayons

Principles of Design
Students will:
1. Identify patterns, which are designs that are repeated in either a regular or irregular manner
2. Repeat colors, lines and shapes to create patterns

Art Materials and Techniques
Students will:
1. Demonstrate safe use of scissors and glue
2. Use painting tools—brushes, sponges, and other gadgets
3. Use drawing tools—crayons, chalk, markers, pencils and oil pastels
4. Use modeling materials to create a work of art
2nd Grade Visual Arts – Learning Outcomes

Students will continue to reinforce previous learning outcomes and work to master the following 2nd grade learning outcomes:

**Elements of Art**

_Students will:_

1. Identify secondary colors: orange, green and purple
2. Identify warm and cool colors
3. Identify and use horizontal, vertical and diagonal
4. Use line to create movement
5. Use modeling materials to create three-dimensional forms
6. Create various shapes: semicircle, diamond/rhombus
7. Overlap shapes to create depth
8. Create crayon rubbings to show texture

**Principles of Design**

_Students will:_

1. Repeat colors, lines and shapes to create more complex patterns
2. Identify movement in a work of art

**Art Materials and Techniques**

_Students will:_

1. Demonstrate safe use of scissors and glue
2. Use painting tools—brushes, sponges, and other gadgets
3. Use drawing tools—crayons, chalk, markers, pencils and oil pastels
4. Use modeling materials to create a work of art
3rd Grade Visual Arts – Learning Outcomes

Students will continue to reinforce previous learning outcomes and work to master the following 3rd grade learning outcomes:

Elements of Art

Students will:

1. Identify and mix tints, a light value of a color made by adding white to the original color
2. Use line to create visual texture
3. Use three-dimensional forms to create a sculpture
4. Create a hanging or relief sculpture
5. Create organic/free-form shapes
6. Identify and create various textures which refers to the quality of a surface, both tactile and visual

Principles of Design

Students will:

1. Identify and create symmetrical balance, in which two sides of a composition or object are mirror images of one another
2. Create contrast to add interest to artwork

Art Materials and Techniques

Students will:

1. Demonstrate safe use of scissors and glue
2. Use painting tools—brushes, sponges, and other gadgets
3. Use drawing tools—crayons, chalk, markers, pencils and oil pastels
4. Use modeling materials to create a work of art
4th Grade Visual Arts – Learning Outcomes

Students will continue to reinforce previous learning outcomes and work to master the following 4th grade learning outcomes:

Elements of Art

Students will:
1. Identify and mix shades, a dark value of a color made by adding black to the original color
2. Use line to express emotion, feeling or mood
3. Identify a cylinder and cube
4. Create a free standing sculpture
5. Recognize that all shapes are flat: two-dimensional
6. Identify and create visual, implied texture

Principles of Design

Students will:
1. Identify contrasting values in a work of art
2. Create a balanced composition

Art Materials and Techniques

Students will:
1. Demonstrate safe use of scissors and glue
2. Use painting tools—brushes, sponges, and other gadgets
3. Use drawing tools—crayons, chalk, markers, pencils and oil pastels
4. Use modeling materials to create a work of art
5th Grade Visual Arts – Learning Outcomes

Students will continue to reinforce previous learning outcomes and work to master the following 5th grade learning outcomes:

Elements of Art

Students will:
1. Identify and mix shades, a dark value of a color made by adding black to the original color
2. Identify and use parallel lines
3. Identify a cone and pyramid
4. Create a functional sculpture
5. Identify dominant shapes in artwork
6. Create and identify actual texture

Principles of Design

Students will:
1. Identify emphasis by recognizing areas of greater interests in a work of art
2. Use repetition of shapes, lines or colors to create rhythm

Art Materials and Techniques

Students will:
1. Demonstrate safe use of scissors and glue
2. Use painting tools—brushes, sponges, and other gadgets
3. Use drawing tools—crayons, chalk, markers, pencils and oil pastels
4. Use modeling materials to create a work of art

Art History

Students will:
1. Identify a wide variety of artists and art movements
2. Discuss art from different cultures and countries
# Elementary (K-5) Guide to Grade Level Curricular Artists

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<tr>
<th>Grade</th>
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| K     | **Manipulative** (scribble) Stage | – Identify six colors in spectrum  
- Create a variety of lines  
- Create basic shapes  
- Identify rough/smooth  
- Basic manipulation of art tools  
  – scissors, painting tools, drawing tools | **Wassily Kandinsky** | Kandinsky because non-representational, use of basic colors, lines and shapes, repetition of basic shapes |
| 1     | **Symbol-Making** Stage | – Identify primary colors, black, brown and white  
- Identify and create a variety of lines  
- Use variety of techniques with modeling materials to create 3D forms  
- Create various shapes  
- Basic understanding of texture and how to create it  
- Identify and create patterns | **Vincent Van Gogh** | Van Gogh for movement with line, as well as for learning warm (rose period) and cool (blue period) colors |
| 2     | **Symbol-Making** Stage | – Identify primary, secondary, warm and cool colors  
- Identify horizontal, vertical and diagonal  
- Using line to create movement  
- Create more advanced shapes (circle, diamond, rhombus)  
- Overlapping shapes to create depth  
- Finding new ways to express texture (rubbing – printmaking) | **Romare Bearden** | |
| 3 | **Symbol Making Stage** – Ideas for creating art more complex and thoughtful; image relates to bottom of paper (baselines) and is followed by skyline | - Identify and mix tints  
- Use line to create visual texture  
- Create texture on 3D shapes  
- Create hanging/relief sculpture  
- Identify and create organic/freeform shapes | **Henri Matisse** | Matisse for painting and/or collage; identifying and creating a variety of shapes (organic/geometric) |
|---|---|---|---|---|
| 4 | **Pre-Adolscent Stage** – Caution and self-criticism become apparent, more aware of peers and approval from peers; many social/physical changes; need additional help and art education guidance to progress through difficult time (give them more techniques) - interest in perspective and details; suitable use of colors | - Identify and mix shades  
- Lines express emotional feeling or mood  
- Identify 3D shapes (cylinder, cube)  
- Create free-standing sculpture  
- Recognize 2D vs 3D shapes  
- Create visual implied texture | **Pablo Picasso** | Picasso for learning colors and shapes via his paintings; identifying and creating lines |
| 5 | **Pre-Adolscent Stage** – Caution and self-criticism become even more apparent, more aware of peers and approval from peers; many social/physical changes; need additional help and art education guidance to progress through difficult time (give them more techniques) - interest in perspective and details; suitable use of colors | - Identify and mix shades  
- Identify and use parallel lines  
- Identify and create 3D shapes (cone, pyramid)  
- Create functional sculpture  
- Identify dominate shapes in artwork  
- Identify and create actual texture | **Georgia O’Keeffe** | O’Keeffe – Female American artist; tints/shades with flowers and/or landscapes; identifying dominate shapes in artwork; culminating activity for all they have learned in painting/composition since Kindergarten |