

# Model Curriculum – The Arts

## Visual Art K-2

CLICK on the [blue](#) number code of each content statement to view the model curriculum page.

### Enduring Understandings

<b>Personal Choice and Vision</b>	Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
<b>Critical and Creative Thinking</b>	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
<b>Authentic Application &amp; Collaboration</b>	Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
<b>Literacy:</b>	As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

### Progress Points

Students will, at the appropriate developmental level:

- A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
- B. Explore a range of art concepts and artworks and construct meaning about the works.
- C. Connect making art with individual choice and understanding personal cultural identity.
- D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks

GRADE <b>K</b>	Cognitive and Creative Processes		
	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><a href="#">1PE</a> Describe the meaning in the marks they make on paper.</p> <p><a href="#">2PE</a> Name and point out subject matter and details observed in works of art.</p> <p><a href="#">3PE</a> Describe different ways that an artwork expresses an emotion or mood.</p> <p><a href="#">4PE</a> Distinguish between common visual art forms (e.g., painting, drawing, sculpture).</p> <p><a href="#">5PE</a> Identify and name materials used in visual art.</p>	<p><a href="#">1PR</a> Explore and experiment with a range of art materials and tools to create and communicate personal meaning.</p> <p><a href="#">2PR</a> Generate ideas and images for artwork based on observation, memory, imagination and experience.</p> <p><a href="#">3PR</a> Discover, select and combine art and design elements to communicate subject matter in various visual forms.</p> <p><a href="#">4PR</a> Reduce objects into basic shapes and lines in relation to the whole image.</p>	<p><a href="#">1RE</a> Describe their artworks and efforts and share their artmaking processes.</p> <p><a href="#">2RE</a> Show confidence and pride in their artistic accomplishments.</p> <p><a href="#">3RE</a> Connect their personal experiences to what they see in works of art.</p> <p><a href="#">4RE</a> Communicate the ideas and stories they see in works of art.</p> <p><a href="#">5RE</a> Describe what they see and feel in selected works of art.</p>

# Model Curriculum: VISUAL ART Grades K-1-2

<p><b>6PE</b> Recognize and point out basic elements of art in their own artworks and that of others.</p> <p><b>7PE</b> Explore their environments and experiences for artmaking ideas.</p>	<p><b>5PR</b> Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.</p> <p><b>6PR</b> Create artwork that explores a central theme across disciplines.</p>	<p><b>6RE</b> Recognize and point out the similarities and differences between artistic styles.</p> <p><b>7RE</b> Recognize that people have different opinions and responses to works of art.</p> <p><b>8RE</b> Consider and talk about why people make and enjoy works of art.</p>	
<p>GRADE <b>1</b></p>	<p><b>Cognitive and Creative Processes</b></p>		
	<p><b>PERCEIVING/KNOWING (PE)</b></p>	<p><b>PRODUCING/PERFORMING (PR)</b></p>	<p><b>RESPONDING/REFLECTING (RE)</b></p>
<p><b>1PE</b> Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.</p> <p><b>2PE</b> Explore and describe how a selected art object was made.</p> <p><b>3PE</b> Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.</p> <p><b>4PE</b> Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.</p> <p><b>5PE</b> Identify and discuss what an artist does and find examples of works by artists in their schools and communities.</p> <p><b>6PE</b> Generate artmaking ideas from their daily experiences and the environment.</p>	<p><b>1PR</b> Demonstrate beginning skill and craftsmanship in the use of art materials and tools.</p> <p><b>2PR</b> Invent imagery and symbols to express thoughts and feelings.</p> <p><b>3PR</b> Explore and use a range of subject matter to create original works of art.</p> <p><b>4PR</b> Create an artwork based on observation of familiar objects and scenes.</p> <p><b>5PR</b> Use selected art and design elements and principles to explore ideas, feelings and relationships.</p> <p><b>6PR</b> Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.</p>	<p><b>1RE</b> Recognize and point out the strengths in their artworks and how the work could be improved.</p> <p><b>2RE</b> Revise works of art to a level of personal satisfaction.</p> <p><b>3RE</b> Share their artmaking processes with peers.</p> <p><b>4RE</b> Explain how personal interests and experiences are reflected in the subject matter of artworks.</p> <p><b>5RE</b> Discuss the meanings of visual symbols, images and icons observed in artworks.</p> <p><b>6RE</b> Select an art object and describe its personal, functional or decorative purpose.</p> <p><b>7RE</b> Describe how elements and principles communicate meaning in works of art.</p> <p><b>8RE</b> Express and share their own responses to works of art and consider the responses of others.</p>	

# Model Curriculum: VISUAL ART Grades K-1-2

GRADE	Cognitive and Creative Processes		
2	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><b>1PE</b> Notice and point out details and respond to expressive features in artworks.</p> <p><b>2PE</b> Distinguish the subject matter and artistic style of two or more visual artists.</p> <p><b>3PE</b> Compare the form, materials and techniques in selected works of art using descriptive language.</p> <p><b>4PE</b> Identify and compare the purposes for creating art objects from various cultures.</p> <p><b>5PE</b> Identify and describe cultural symbols, image and contexts of works of art.</p> <p><b>6PE</b> Identify and share the uses of visual art outside the classroom and provide examples.</p> <p><b>7PE</b> Generate artmaking ideas from their daily experiences and the environment.</p>	<p><b>1PR</b> Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</p> <p><b>2PR</b> Envision what cannot be observed directly and depict it visually.</p> <p><b>3PR</b> Create artworks based on imagination and observation of familiar objects and scenes.</p> <p><b>4PR</b> Demonstrate flexibility in their creative processes and use of art materials.</p> <p><b>5PR</b> Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).</p> <p><b>6PR</b> Use visual art materials to express an idea that reflects their own social or cultural identity.</p>	<p><b>1RE</b> Use basic self-assessment strategies to improve their artworks.</p> <p><b>2RE</b> Understand the difference between assessing the quality of an artwork and their personal preference for the work.</p> <p><b>3RE</b> Relate the subject matter and ideas in their own artworks to those in the works of others.</p> <p><b>4RE</b> Share their personal interpretations of the meanings conveyed in various works of art.</p> <p><b>5RE</b> Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.</p> <p><b>6RE</b> Identify and articulate important historical and cultural contributions of selected visual artists.</p> <p><b>7RE</b> Recognize and discuss that people have various opinions about art and value art for different reasons.</p>

# Kindergarten - 1PE, 1PR, 1RE

<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<p><b>1PE</b> Describe the meaning in the marks they make on paper. <b>1PR</b> Explore and experiment with a range of art materials and tools to create and communicate personal meaning. <b>1RE</b> Describe their artworks and efforts and share their artmaking processes.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Authentic Application and Collaboration  <b>Progress Points:</b> B. Explore a range of art concepts and artworks and construct meaning about the works.</p>	
<b>Essential Question</b>	What do you do when you make a drawing?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Different art materials make different kinds of marks on paper;</li> <li>• To manipulate various art tools and materials;</li> <li>• To form concepts of different art materials and an understanding of the various effects they produce;</li> <li>• Marks made on paper can have meaning;</li> <li>• How to invent ways to express what they see and imagine into marks on a flat sheet of paper.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Experimenting with a variety of art materials and tools for drawing;</li> <li>• Identifying, naming and describing the marks they make on the paper;</li> <li>• Inventing strategies to translate what they see and imagine into a drawing;</li> <li>• Giving meaning to the marks they make on paper by talking about their drawings with peers.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Inquiry-based learning;</li> <li>• Sharing and reflecting;</li> <li>• Cooperative learning;</li> <li>• Small-group instruction;</li> <li>• Whole-group instruction;</li> <li>• Modeling and coaching;</li> <li>• Self- and formative assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	
<b>Application</b>		

# Model Curriculum: VISUAL ART Grades K-1-2

<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Children explore and experiment with a variety of drawing tools and materials to become familiar with the mark-making potential of each.</p> <p>They select a simple object from home or school and examine the parts. They draw the object focusing on its basic shapes and lines. (They choose which tools and materials to use.)</p> <p>They talk about the drawings with attention to characteristics they captured, what the marks they made mean and how they used the tools and materials.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Art Critic</li><li>• Publisher</li><li>• Librarian</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Kindergarten - 2PE, 6PE, 4PR, 3RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>2PE</b> Name and point out subject matter and details observed in works of art. <b>6PE</b> Recognize and point out basic elements of art in their own artworks and that of others. <b>4PR</b> Reduce objects into basic shapes and lines in relation to the whole image. <b>3RE</b> Connect their personal experiences to what they see in works of art.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy  <b>Progress Points:</b> D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p>
<b>Essential Question</b>	How did the artist express the subject matter [in this selected work of art]?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To look at artwork and think and talk about what they see;</li> <li>The language of visual art including elements and principles;</li> <li>Artists create artwork about specific subject matter;</li> <li>Details are used to identify, express and embellish the subject matter in the artwork.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Pointing out subject matter and details in selected works of art;</li> <li>Using the art vocabulary they were taught as they describe what they see in artworks;</li> <li>Identifying and describing subject matter;</li> <li>Connecting what they see in works of art to their experiences;</li> <li>Pointing out relationships between objects and subject matter in works of art.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Observing;</li> <li>Inquiry-based learning;</li> <li>Pairing and sharing;</li> <li>Cooperative learning;</li> <li>Modeling and coaching.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Children work in small groups. Each group receives an object or image. On a large sheet of paper, one student in the group starts drawing the object with other students adding to the drawing one by one with new parts and details to complete the image. (There is no talking until all in the group have added to the drawing.)</p> <p>Using a Think-Pair-Share approach, children make observations about the completed drawings and the experience of working together to create the drawing.</p> <p>They describe the details they notice in their drawings and what is missing and what more could be added to represent their object better.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Art Museum Docent</li><li>• Professor, Teacher</li><li>• Art Critic</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Kindergarten - 3PE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<b>3PE</b> Describe different ways that an artwork expresses an emotion or mood.
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Recognize that people from various times and cultures created works of art to be looked at, valued and enjoyed. B. Explore a range of art concepts and artworks and construct meaning about the works.</p>
<b>Essential Question</b>	How and why do artists create artworks in different ways to express emotion or mood?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Strategies for meaning-making through visual art;</li> <li>Artists create works in different ways to express moods and emotions;</li> <li>To understand and respond to the expressive properties in works of art;</li> <li>To understand and respond to the expressive properties of art tools and materials through play and exploration.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying and representing expressive properties in works of art;</li> <li>Selecting and arranging lines, shapes, and light and dark values in a composition or work of art to express a particular mood such as tranquil, agitated or happy.</li> <li>Recognizing the strategies that artists use to convey emotions of moods;</li> <li>Connecting visual elements in an artwork to an emotion or a mood.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Journaling and sketching;</li> <li>Whole- and small-group discussion;</li> <li>Project-based learning;</li> <li>Inquiry-based learning;</li> <li>Solving authentic problems;</li> <li>Pairing and sharing;</li> <li>Cooperative learning;</li> <li>Modeling and coaching.</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Children pick one emotion or mood from a list of words that they develop to describe different moods and emotions.</p> <p>They imagine themselves as an object or animal and then draw the object to depict the chosen mood or emotion.</p> <p>Students select from a range of tools and drawing materials with a variety of color options as they engage in creating their works.</p> <p>They talk about the works they created sharing what the works communicate and how they depicted their selected mood.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Advertising Artist</li><li>• Film Maker</li><li>• Web Page Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Kindergarten - 4PE, 5PE, 8RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>4PE</b> Distinguish between common visual art forms (e.g., painting, drawing, sculpture). <b>5PE</b> Identify and name materials used in visual art. <b>8RE</b> Consider and talk about why people make and enjoy works of art.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Literacy  <b>Progress Point:</b> B. Explore a range of art concepts and artworks and construct meaning about the works.</p>
<b>Essential Question</b>	What do you do when you make art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Artists make art that is two- or three-dimensional;</li> <li>Artworks take different forms—including art on a flat paper surface or in space so that the art can be viewed from all sides;</li> <li>Art is made using many different tools and materials;</li> <li>To think visually and spatially as they experiment with art materials;</li> <li>The properties and qualities of various art materials through play and exploration;</li> <li>To create in three-dimensional space.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Observing and recognizing the different forms artwork can take;</li> <li>Experimenting with and naming different art tools and materials to learn their properties and qualities;</li> <li>Designing and creating a three-dimensional work of art;</li> <li>Reflecting on and sharing the problems they faced in creating three-dimensionally and how they solved them.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Journaling and sketching;</li> <li>Whole-group discussion;</li> <li>Project-based learning;</li> <li>Inquiry-based learning;</li> <li>Formative assessment;</li> <li>Cooperative learning;</li> <li>Modeling and coaching.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p><i>This task focuses on students’ spatial and 3-dimensional understanding to experience sculpture as one form art can take.</i></p> <p>After learning what a monument or other public sculpture is, students imagine and design a sculpture to be constructed in front of their school.</p> <p>Each student thinks of a theme and what they want the sculpture to convey. They make a three-dimensional model of their drawing using paper, cardboard, clay or other material suitable for three-dimensional work. They are encouraged to pay attention to all sides of their sculpture throughout the construction process.</p> <p>They share ideas about why artists create works of art that is in public view and where they see art in their community.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Historian</li> <li>• Art Critic</li> <li>• Art Museum Gallery Director</li> <li>• Sculptor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Kindergarten - 7PE, 3PR

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>7PE</b> Explore their environments and experiences for artmaking ideas. <b>3PR</b> Discover, select and combine art and design elements to communicate subject matter in various visual forms.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision</p> <p><b>Progress Points:</b> C. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p>
<b>Essential Question</b>	Where do you get your ideas to make art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Ideas for artmaking can come from their imagination, every-day experiences or the world around them—home, school, playground, neighborhood, community and city.</li> <li>To Interact with and use their environment as a source for artmaking ideas;</li> <li>To look at their surroundings to find ideas for their artworks;</li> <li>They can exercise their imagination, draw on their experiences and make choices when creating works of art.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Sharing how and where they get ideas for making art;</li> <li>Engaging their worlds and exploring their interests in a focused way to express themselves through art;</li> <li>Showing a sense of agency during the artistic process;</li> <li>Looking for and collecting “found” and natural objects from their environments that interest and inspire them for use in their artworks. (See Student Performance Task.)</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Observing;</li> <li>Whole-class discussion;</li> <li>Project-based learning;</li> <li>Visual problem solving;</li> <li>Experiential, hands-on engagement</li> <li>Collecting and organizing.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p><i>After instruction on the meaning of “collage” and “environment”—the world around children—home, backyard, school, classroom, playground, neighborhood and community:</i></p> <p>Children hunt for and collect “found” and “natural materials in their environments—e.g., wrappers, wind-torn newspaper or magazine pieces, leaves, ribbon, string, sticks. They sort the materials by shape, size, pattern and color; then organize and glue them into a collage on a flat surface.</p> <p>Children are told they can choose to leave some white or blank space open when they glue down the material to which they can add color, paint or their own drawing to complete the collage.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Artist-in-Residence</li> <li>• Muralist</li> <li>• Scientific Illustrator</li> </ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Kindergarten - 2PR, 2RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>2PR</b> Generate ideas and images for artwork based on observation, memory, imagination and experience. <b>2RE</b> Show confidence and pride in their artistic accomplishments.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision  <b>Progress Points:</b> D. Form and express opinions about artworks and apply critical- and creative-thinking skills to assess and refine their artworks.</p>

**Essential Question** Where do you get your ideas when you draw or make art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Artmaking ideas can come from observations, memory, imagination and experiences;</li> <li>• Art materials and tools will help them represent their ideas visually;</li> <li>• They can experiment and explore art tools and materials to see what these can do.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Generating and creating visual images based on their observations, memories, imagination and experiences;</li> <li>• Exploring and selecting art materials with intent and purpose;</li> <li>• Recognizing and sharing the strengths they see in their own work.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Observing and visualizing;</li> <li>• Reasoning and sharing;</li> <li>• Project-based learning;</li> <li>• Inquiry-based learning;</li> <li>• Formative and self-assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Take students outdoors for a walk to observe the school grounds and signs of the season. Return to the art room and have students generate ideas for artwork from this experience focusing on what they observed, felt and what inspired them.</p> <p>Students create an artwork to represent the experience and what they saw. They are encouraged to share what they are most pleased with in their finished work.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Painter</li><li>• Illustrator</li><li>• Muralist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Kindergarten - 5PR

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>5PR</b> Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking  <b>Progress Points:</b> B. Connect making art with individual choice and understanding personal cultural identity. C. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p>

**Essential Question** How could you explain many different ways to show this same idea?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• What is meant by “visual symbol”;</li> <li>• Artwork can contain symbols, images and subject matter;</li> <li>• Symbols and images are everywhere in the world around them;</li> <li>• People and places can be represented by symbols;</li> <li>• To invent their own images and symbols.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Collecting and inventing symbols to organize into an interesting pattern;</li> <li>• Responding to music and movement using visual art materials.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Playing and experimenting;</li> <li>• Project-based learning;</li> <li>• Inquiry-based learning;</li> <li>• Observing;</li> <li>• Pairing and sharing.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students collect interesting symbols from the graphic designs all around them (or made available in the classroom)—e.g., ticket stubs, magazine clippings, newspaper ads, candy wrappers, packaging.</p> <p>They make a display of their collection. They are encouraged to combine the symbols in new ways and mount them on cardboard using their own sense of design and attention to visual variation, lettering, colors and textures. Encourage them to fit the symbol pieces and shapes together like puzzle pieces to create an interesting pattern.</p> <p>Student individual works can be displayed and used for discussion on how artists create graphic designs including symbols using combinations of shapes, forms, letters and pictures.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Political Cartoonist</li> <li>• Advertising Designer</li> <li>• Collage Artist</li> </ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# Kindergarten - 6PR, 4RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>6PR</b> Create artwork that explores a central theme across disciplines. <b>4RE</b> Communicate the ideas and stories they see in works of art.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration  <b>Progress Points:</b> B. Explore a range of art concepts and artworks and construct meaning about the works. D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p>

**Essential Question** Where do the ideas for the things you draw, paint and make come from?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Works of art are built around themes, topics and ideas;</li> <li>• Subject matter for their artworks can come from their experiences, the world around them and their imaginations.</li> <li>• Artwork can connect to their own lives and to other topics and ideas they learn about.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Making connections between the subject matter in artworks and their own lives, the world around them and other ideas they are exploring;</li> <li>• Observing and talking about the ideas and stories they see and tell in works of art;</li> <li>• Creating artwork based on a central theme.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Observing;</li> <li>• Sketching;</li> <li>• Whole-class and small-group discussion;</li> <li>• Project-based learning;</li> <li>• Inquiry-based learning;</li> <li>• Pairing and sharing.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students explore a local body of water, river or stream. They observe the habitats of different species living in and around the water source. They create artwork that reflects a particular species' habitat (e.g., fish, frogs, birds, insects and plants) or ecosystem.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Sculptor</li> <li>• Film Maker</li> <li>• Children's Book Illustrator</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# Kindergarten - 5RE, 6RE, 7RE

<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>5RE</b> Describe what they see and feel in selected works of art. <b>6RE</b> Recognize and point out the similarities and differences between artistic styles. <b>7RE</b> Explore their environments and experiences for artmaking ideas.	
	<b>Enduring Understandings:</b> Literacy <b>Progress Points:</b> B. Explore a range of art concepts and artworks and construct meaning about the works. E. Form and express opinions about artworks and apply critical- and creative-thinking skills to assess and refine their artworks.	
<b>Essential Question</b>	When you look at an artwork, how do you tell what it means?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>Works of art can tell stories;</li> <li>They can tell a story when they paint or draw a picture;</li> <li>There are special words that help us describe the stories we see in works of art and how certain artworks make us feel;</li> <li>There are words to help us point out how the art was made, the materials that was used and how the work is organized;</li> <li>What they see in and feel about a work of art may be different from what their peers see and feel;</li> <li>People respond to art in different ways and there is no right or wrong way.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Describing the characteristics, ideas and subject matter in artworks;</li> <li>Sharing how an artwork makes them feel;</li> <li>Speculating on what an artwork means and the story it tells;</li> <li>Respecting all the ideas expressed about works of art.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Inquiry;</li> <li>Observing;</li> <li>Using visuals and reproductions of works of art;</li> <li>Learning centers;</li> <li>Whole class and small-group discussion;</li> <li>Peer and teacher modeling.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p><i>Focusing on one selected work of art:</i></p> <p>Students are encouraged to take time and look and study one work of art work. In a large group, students share what they notice in the work using art vocabulary or other words they know to describe what they see. They speculate on what they think this artwork is about. Depending on students' writing abilities, this task can be done individually with students responding in writing to the same artwork and questions.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Illustrator</li> <li>• Painter</li> <li>• Architect</li> <li>• Art critic</li> <li>• Art historian</li> </ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Grade 1 - 1PE, 2PE, 1PR, 6RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>1PE</b> Recognize and describe that people create art and art objects to communicate ideas and serve different purposes. <b>2PE</b> Explore and describe how a selected art object was made. <b>1PR</b> Demonstrate beginning skill and craftsmanship in the use of art materials and tools. <b>6RE</b> Select an art object and describe its personal, functional and decorative purposes.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Literacy</p> <p><b>Progress Points:</b> A. Recognize that people from various times and cultures created works of art to be looked at, valued and enjoyed. B. Explore a range of art concepts and artworks and construct meaning about the works.</p>
<b>Essential Question</b>	Why do you think people make art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To build a repertoire of strategies for visual meaning-making;</li> <li>To experiment with making marks with a variety of art materials;</li> <li>The different reasons people make art;</li> <li>To attend to characteristics of artworks and artifacts that help them understand why the art was created (expressive, functional and decorative reasons).</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Observing and talking about what they see in works of art, art objects and artifacts, and reasoning about why the art was made;</li> <li>Exploring and making marks with various art materials;</li> <li>Expressing curiosity in the use of art tools and materials and enjoying what they can do with the materials.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Pairing and sharing;</li> <li>Observing;</li> <li>Critical reasoning.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p><b>Gallery Walk and Slide Show:</b> Students look at a variety of artworks, art objects and artifacts and speculate about the artworks' purpose with reference to what they see in the work that tells them about the purpose. (What do you see? What does it mean? How do you know?)</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Art Critic</li><li>• Art Publisher</li><li>• Art Librarian</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#">English Language Arts</a></li><li>• GRADE 1 <a href="#">Mathematics</a></li><li>• GRADE 1 <a href="#">Science</a></li><li>• GRADE 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Grade 1 – 3PE, 2PR, 5RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>3PE</b> Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.  <b>2PR</b> Invent imagery and symbols to express thoughts and feelings. <b>5RE</b> Discuss the meanings of visual symbols, images and icons observed in artworks.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Personal Choice and Vision  <b>Progress Points:</b> A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed. B. Explore a range of art concepts and artworks and construct meaning about the works.</p>
<b>Essential Question</b>	What do you do when you make art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Artworks can tell a story;</li> <li>• To perceive different features in artwork focusing on visual and expressive qualities;</li> <li>• To share their responses to the expressive properties in the art they observe;</li> <li>• What symbols and icons are;</li> <li>• To use their imagination to invent personal symbols.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Observing various cultural and historical artworks pointing out the features they notice;</li> <li>• Sharing the expressive properties they see in artworks;</li> <li>• Creating a personal symbol.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Inquiry-based learning;</li> <li>• Experiential activities;</li> <li>• Collaborative-learning models;</li> <li>• Project-based learning.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p><i>Explore the hand as a common thread in art throughout many cultures and historical periods. Examples: Prehistoric cave paintings, El Greco (1500's) stylistic elongated fingers, MC Escher's drawings of hands, contemporary hand portraits and henna tattoos.</i></p> <p>After participating in a group discussion identifying the expressive features of the hands in the artwork examples, students create an artwork that will artistically express hands and how they use their hands to help family, school or community.</p> <p><i>Alternate:</i> Students collect symbols found in magazines, wrappers or newspapers. They create a personal symbol using their initials and choosing colors and shapes that express something about them.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Antique Restorer</li><li>• Stained Glass Artist</li><li>• Woodcarver</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#">English Language Arts</a></li><li>• GRADE 1 <a href="#">Mathematics</a></li><li>• GRADE 1 <a href="#">Science</a></li><li>• GRADE 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: VISUAL ART Grades K-1-2

## Grade 1 - 4PE, 5PR, 7RE, 8RE, 3RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>4PE</b> Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary. <b>5PR</b> Use selected art and design elements and principles to explore ideas, feelings and relationships. <b>7RE</b> Describe how elements and principles communicate meaning in works of art. <b>8RE</b> Express and share their own responses to works of art and consider the responses of others; <b>3RE</b> Share their artmaking processes with peers.</p> <p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b> B. Explore a range of art concepts and artworks and construct meaning about the works.</p>
<b>Essential Question</b>	What do you do when you draw?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• There are special words we use to talk about the art we see and make;</li> <li>• To notice elements and principles and use art vocabulary to talk about and make art;</li> <li>• To create personal graphic responses to their ideas and feelings by using lines, shapes, colors and textures;</li> <li>• To share their responses to works of art and listen to and respect those of their peers.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Translating the objects they see or imagine into graphic images using the art and design elements and principles taught;</li> <li>• Using new art vocabulary when talking about works of art and the meaning in the works;</li> <li>• Discovering personal strategies and processes for expressing graphic imagery.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Curiosity and questioning;</li> <li>• Experiential activities;</li> <li>• Observing and reflecting;</li> <li>• Motivational dialogue;</li> <li>• Sharing and reflecting.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Children choose an object from a selection available in the classroom—they are encouraged to look at and translate the different parts of the object into various kinds of lines and shapes.</p> <p>Students share their drawings and point out and name the different kinds of lines and shapes (curvy, straight, light, dark, bumpy, smooth, round, oval).</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Art Critic</li><li>• Art Historian</li><li>• Architect</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#">English Language Arts</a></li><li>• GRADE 1 <a href="#">Mathematics</a></li><li>• GRADE 1 <a href="#">Science</a></li><li>• GRADE 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: VISUAL ART Grades K-1-2

<b>Grade 1 - 5PE</b>		
<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>5PE</b> Identify and discuss what an artist does and find examples of works by artists in their schools and communities.	
	<b>Enduring Understandings:</b> Authentic Application and Collaboration, Literacy <b>Progress Points:</b> A. Recognize that people from various times and cultures created works of art to be looked at, valued and enjoyed.	
<b>Essential Question</b>	Why do you think artists are important in our world?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>About artists living today and in the past;</li> <li>About certain Ohio visual artists;</li> <li>Artists live and make art in their communities and in the world around them;</li> <li>Digital media can help them meet artists and hear artists talk about their artworks and their processes;</li> <li>Artists use many different tools and materials to create two- and three-dimensional works in various forms like paintings, drawings, crafts and sculpture;</li> <li>Artists display their work in galleries, museums and community public spaces.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Sharing stories about the artists they were introduced to and studied in class;</li> <li>Viewing artists at work through video, a residency or digital media and sharing ideas about the processes the artist used;</li> <li>Creating an artwork inspired by the process, work and materials of one of the artists studied.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>An Artist-in-Residence, if possible;</li> <li>Motivational dialogue</li> <li>Sharing and reflecting.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>After learning about a selected artist's work, process and theme, children create their own work inspired by the artist. (Example: Aminah Robinson, Ohio contemporary artist creates around themes of family, community and neighborhood combining traditional media with found objects and everyday materials such as cloth, buttons, twigs and string. Her work and website, <a href="http://www.aminahsworld.org">www.aminahsworld.org</a> could serve to motivate students and the creation of their original works.</p> <p><i>Artist-in-Residence</i> Invite artists to demonstrate and discuss their artwork in the classroom leading to students creating works.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Artist-in-Residence</li><li>• Art Teacher</li><li>• Art Professor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#">English Language Arts</a></li><li>• GRADE 1 <a href="#">Mathematics</a></li><li>• GRADE 1 <a href="#">Science</a></li><li>• GRADE 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: VISUAL ART Grades K-1-2

## Grade 1 - 6PE, 3PR, 4PR, 1RE, 2RE, 4RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statements</b>	<p><b>6PE</b> Generate artmaking ideas from their daily experiences and the environment. <b>3PR</b> Explore and use a range of subject matter to create original works of art. <b>4PR</b> Create artwork based on observation of familiar objects and scenes; <b>1RE</b> Recognize and point out the strengths in their artworks and how the work could be improved. <b>2RE</b> Revise works of art to a level of personal satisfaction. <b>4RE</b> Explain how personal interests and experiences are reflected in the subject matter of artworks.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <p><b>Progress Points:</b> D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p>
<b>Essential Question</b>	Where do you get ideas when you make art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Where ideas come from;</li> <li>• To use their imagination as a source for art ideas;</li> <li>• To use what they see in the world around them and their own experiences as subject matter for art;</li> <li>• To develop a repertoire of strategies for capturing the visual world;</li> <li>• To explore and experiment with art tools and materials;</li> <li>• To develop confidence and self-efficacy through practice in visual art;</li> <li>• To reflect on their work and recognize their strengths.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Generating ideas for artworks from their imaginations, experiences and the world around them;</li> <li>• Expressing interest and curiosity when experimenting with art tools and materials;</li> <li>• Persisting and engaging in hands-on projects.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Experiential approach;</li> <li>• Motivational dialogue;</li> <li>• Observing and visualizing;</li> <li>• Reflection and self-assessment.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students bring in a simple, familiar object or choose from one provided in the classroom (a toy or stuffed animal, a plant, a tool, a tube of toothpaste). They focus on drawing the object and concentrate on its basic parts, shapes and details. Once the drawing is complete, they think of an environment to put the object in. It can be an ordinary environment or an imaginary one.</p> <p>Students talk about how context and environment effect how the object they drew is viewed.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Painter</li><li>• Fashion Designer</li><li>• Color Consultant</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#">English Language Arts</a></li><li>• GRADE 1 <a href="#">Mathematics</a></li><li>• GRADE 1 <a href="#">Science</a></li><li>• GRADE 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Grade 1 - 6PR

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>6PR</b> Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <p><b>Progress Points:</b> B. Explore a range of art concepts and artworks and construct meaning about the works. D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p>

**Essential Questions** What do you need to make art? What helps you make art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To express themselves through a variety of modes: visual, auditory and conceptual;</li> <li>To play and engage in art explorations stimulated by music, movement and dramatic prompts;</li> <li>To experiment with non-traditional art tools such as sponges, squeegees or twigs to discover and make shapes, patterns and textures;</li> <li>To stretch and explore as they engage in artmaking exercises;</li> <li>To take initiative and persist without the fear of making mistakes;</li> <li>There is not one, right way to make art.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Expressing interest and curiosity in artmaking activities;</li> <li>Responding to music and action or gestural painting by engaging freely in artmaking exercises;</li> <li>Taking initiative when confronted with art tools, materials and artmaking options.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Purposeful play;</li> <li>Collaboration;</li> <li>Inquiry;</li> <li>Motivational dialogue;</li> <li>Risk taking.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p><i>To various music selections (with different beats and tempos):</i> Children are motivated to respond intuitively and automatically to various types of selected music choosing from a variety of art tools and materials.</p> <p>After listening to the selected music a second or third time, children paint or draw a new response.</p> <p>They share and talk about the process and which of their works they like and dislike and why.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Installation Artist</li><li>• Action Painter</li><li>• Functional Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#">English Language Arts</a></li><li>• GRADE 1 <a href="#">Mathematics</a></li><li>• GRADE 1 <a href="#">Science</a></li><li>• GRADE 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: VISUAL ART Grades K-1-2

## Grade 2 - 1PE, 1PR, 2PR, 3PR, 1RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>1PE</b> Notice and point out details and respond to expressive features in artworks. <b>1PR</b> Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities. <b>2PR</b> Envision what cannot be observed directly and depict it visually. <b>3PR</b> Create artworks based on imagination and observation of familiar objects and scenes. <b>1RE</b> Use basic self-assessment strategies to improve their artworks.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration  <b>Progress Points:</b> A. Explore a range of art concepts and artworks and construct meaning about the works. E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.</p>
<b>Essential Question</b>	What do you do when you use your imagination?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The meaning of expressive features in works of art;</li> <li>Attentiveness to artworks -- noticing and pointing out details within a work;</li> <li>To exercise and use their imaginations and to visualize and represent ideas;</li> <li>To explore and manipulate art tools and materials to form concepts of the materials and what they can do;</li> <li>To freely share their responses of what they see in and think about their own and others' works of art.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Attending to details and expressive features in artworks;</li> <li>Constructing their own individual artmaking strategies;</li> <li>Exploring materials to understand the effects they can produce;</li> <li>Creating an artwork that requires visualization and use of their imaginations.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning;</li> <li>Project-based learning;</li> <li>Whole-group discussion;</li> <li>Observing;</li> <li>Graphic organizers (KWL, Mind Map).</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Children use imagination to solve a concrete physical problem in their dwelling, school building or neighborhood. They imagine a solution and create a work of art to represent their solution visually. They share how they think their solution will benefit others.</p> <p><i>Alternate:</i> Children create maps of their route to school including the landmarks that they pass. They choose the tools and materials to use. (Preface this task with motivational dialogue to help children visualize and represent key places and landmarks along their route including roads, paths, signs and nature along the way.)</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Animator</li><li>• Cartoonist</li><li>• Art Critic</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 2 <a href="#">English Language Arts</a></li><li>• GRADE 2 <a href="#">Mathematics</a></li><li>• GRADE 2 <a href="#">Science</a></li><li>• GRADE 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Grade 2 - 2PE, 3PE, 3RE

<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>2PE</b> Distinguish the subject matter and artistic style of two or more visual artists. <b>3PE</b> Compare the form, materials and techniques in selected works of art using descriptive language. <b>3RE</b> Relate the subject matter and ideas in their own artworks to those in the works of others.</p>	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points: B.</b> Explore a range of art concepts and artworks and construct meaning about the works.  <b>E.</b> Form and express opinions about artworks and apply critical- and creative-thinking skills to assess and refine their artworks.</p>	
<b>Essential Question</b>	What can works of art tell us?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Attentiveness to what they see in artworks that helps them know what the work is about;</li> <li>• To form concepts about what art is and how they can represent objects and ideas without words;</li> <li>• To compose, select and arrange graphic elements in their own works;</li> <li>• To relate what they see in selected artworks to their own lives and experiences;</li> <li>• To use descriptive language when talking about artworks.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Using art materials in ways that show understanding of certain materials: their qualities, characteristics or potential for capturing ideas;</li> <li>• Experimenting with various art materials to understand the various effects that can be produced.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Inquiry-based learning;</li> <li>• Small- and large-group activities;</li> <li>• Collaborative-learning models;</li> <li>• Pairing and sharing.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students explore the possibilities of using shadows as the primary subject matter for art. They search for a variety of shadows (at least 10), inside the school and classroom and outside. They put down paper and trace the shadow outlines to be used as the subject of a drawing, painting or collage. The goal of the shadow hunt is to collect as many different kinds of shadow shapes as possible.</p> <p>Students select four or five of their shadows to combine with an emphasis on the most striking. They add paint or other art materials to complete the work. <i>[The finished student works can lead to interesting discussions of contemporary art when compared and contrasted with selected abstract works.]</i></p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Art Critic</li> <li>• Consultant</li> <li>• Gallery Director</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# Model Curriculum: VISUAL ART Grades K-1-2

## Grade 2 - 4PE, 5PE, 6PR, 6RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>4PE</b> Identify and compare the purposes for creating art objects from various cultures. <b>5PE</b> Identify and describe cultural symbols, images and contexts of works of art. <b>6PR</b> Use visual materials to express an idea that reflects their own social or cultural identity. <b>6RE</b> Identify and articulate historical and cultural contributions of selected visual artists.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy  <b>Progress Points:</b> A. Recognize that people from various times and cultures created works of art to be looked at, valued and enjoyed. E. Form and express opinions about artworks and apply critical- and creative-thinking skills to assess and refine their artworks.</p>
<b>Essential Question</b>	How do we know who we are?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Their own lived experience is the best foundation for personal artistic vision;</li> <li>• About several artists representative of different cultures and ethnicities;</li> <li>• To look for context clues that help them understand selected artworks;</li> <li>• To reflect on and articulate what they see in works of art;</li> <li>• To look for and talk about the cultural symbols they find in selected works of art.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Observing and responding to a video of a cultural artist sharing his or her work and artistic processes.</li> <li>• Recognizing the functional, religious, cultural and expressive purposes of art.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Observing;</li> <li>• Inquiry;</li> <li>• Studio learning centers;</li> <li>• Field trip.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students collect interesting symbols from the graphic designs all around them (or made available in the classroom) —e.g., ticket stubs, magazine clippings, newspaper ads, candy wrappers, packaging.</p> <p>They make a display of their collection. They are encouraged to combine the symbols in new ways and mount them on cardboard using their own sense of design and attention to visual variation, lettering, colors and textures. Encourage them to fit the symbol pieces and shapes together like puzzle pieces to create an interesting pattern.</p> <p>Student individual works can be displayed and used to discuss how artists create graphic designs including symbols using any combination of shapes, forms, letters and pictures.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Art Publisher</li> <li>• Antique Restorer</li> <li>• Textile Designer</li> </ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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# Model Curriculum: VISUAL ART Grades K-1-2

## Grade 2 – 6PE, 7PE, 4PR, 5PR, 5RE

<b>Discipline</b>	Visual Art	
<b>Strand/Process</b>	Perceiving/Knowing (PE); Producing/Performing (PR); Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>6PE</b> Identify and share the uses of visual art outside the classroom and provide examples. <b>7PE</b> Generate artmaking ideas from their daily experiences and the environment. <b>4PR</b> Demonstrate flexibility in their creative processes and use of art materials. <b>5PR</b> Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects. <b>5RE</b> Describe how an artist uses the elements and principles of design to create expressive impact on a work.</p>	
	<p><b>Enduring Understandings:</b> Literacy  <b>Progress Points:</b> A. Recognize that people from various times and cultures created works of art to be looked at, valued and enjoyed. B. Explore a range of art concepts and artworks and construct meaning about the works.</p>	
<b>Essential Question</b>	How do you use your art skills outside of art class?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• There are many places that art is displayed: museums, galleries, parks and other public places;</li> <li>• Art skills learned in school can be used at home and in other subjects;</li> <li>• Attentiveness to the design of everyday objects they use outside of school and the language for describing it;</li> <li>• To develop their own strategies and processes as they create artworks;</li> <li>• The importance of flexibility and trial and error;</li> <li>• To think like a designer.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Exploring, identifying and sharing uses of visual art outside the classroom;</li> <li>• Identifying how visual art is used outside the classroom;</li> <li>• Exploring the design of objects they use every day using the language of art;</li> <li>• Planning, designing and constructing a city, school playground or other community space using a variety of art materials.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Project-based learning;</li> <li>• Inquiry-based learning;</li> <li>• Modeling;</li> <li>• Self and peer assessments;</li> <li>• Risk taking;</li> <li>• Learning centers;</li> <li>• Independent and cooperative problem solving;</li> <li>• Hands-on exploration and experimentation.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> </ul>



- Cross-Disciplinary Fine Arts

**Application**

**Student Performance Tasks**

Children work in a group to plan, design and construct a city in paper, cardboard and other materials.

They are encouraged to develop and share their own strategies for working together and the important factors they had to consider as they completed their constructions.

**Career Connections**

**[Pearltrees Careers Link](#)**

- Architect
- City Planner

**Learning Standards Connections**

- GRADE 2 [English Language Arts](#)
- GRADE 2 [Mathematics](#)
- GRADE 2 [Science](#)
- GRADE 2 [Social Studies](#)

**Diverse Learners**

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)

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## Grade 2 - 2RE, 4RE, 7RE

<b>Discipline</b>	Visual Art
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>2RE</b> Use basic self-assessment strategies to improve their artworks.<b>4RE</b> Share their personal interpretations of the meanings conveyed in various works of art. <b>7RE</b> Recognize and discuss that people have various opinions about art and value art for different reasons.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking  <b>Progress Points:</b> E. Form and express opinions about artworks and apply critical- and creative-thinking skills to assess and refine their artworks.</p>

**Essential Question**    How do you know what to do to improve your artwork?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• What it means to think about the quality and value of their artwork;</li> <li>• Agency in making their own decisions when engaging in the artmaking process and improving their work;</li> <li>• To reflect on and talk about their own progress;</li> <li>• To refine, perceive and process their worlds by talking and writing about the art they make and observe;</li> <li>• To give and receive feedback.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Using strategies to point out their strengths and areas for improvement in their artwork;</li> <li>• Using feedback to improve or evolve their artwork;</li> <li>• Speaking and writing about their artwork and the works of others to share their views and and express their opinions.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Motivational dialogue;</li> <li>• Inquiry-based learning;</li> <li>• Modeling;</li> <li>• Checks for understanding;</li> <li>• Self-Assessments;</li> <li>• Risk taking.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
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# Model Curriculum: VISUAL ART Grades K-1-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Throughout the process of an artmaking unit, students at strategic points check their artwork against the previously stated learning and skill-based expectations.</p> <p>After the announcement of each goal, give students time to assess and respond to their level of achievement by rating themselves on a scale of 1 to 5 or by thumbs up or thumbs down.</p> <p>Students focus on the areas that received the lowest scores and reflect on how to improve this area before the next check time.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Draftsperson</li><li>• Fashion Designer</li><li>• Marine Illustrator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 2 <a href="#">English Language Arts</a></li><li>• GRADE 2 <a href="#">Mathematics</a></li><li>• GRADE 2 <a href="#">Science</a></li><li>• GRADE 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>