

# Art, Grade K (IMRA 26)

Subject: Fine Arts

Grade: KG

Expectations: 12

Breakouts: 30

## (a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
  - (A) gather information from subjects in the environment using the senses
    - (i) gather information from subjects in the environment, using the senses
  - (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment
    - (i) identify the elements of art, including line, in the environment
    - (ii) identify the elements of art, including shape, in the environment
    - (iii) identify the elements of art, including color, in the environment
    - (iv) identify the elements of art, including texture, in the environment
    - (v) identify the elements of art, including form, in the environment

- (vi) identify the principles of design, including repetition/pattern, in the environment
  - (vii) identify the principles of design, including balance, in the environment
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) create artworks using a variety of lines, shapes, colors, textures, and forms
    - (i) create artworks using a variety of lines
    - (ii) create artworks using a variety of shapes
    - (iii) create artworks using a variety of colors
    - (iv) create artworks using a variety of textures
    - (v) create artworks using a variety of forms
  - (B) arrange components intuitively to create artworks
    - (i) arrange components intuitively to create artworks
  - (C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms
    - (i) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing
    - (ii) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through painting
    - (iii) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through printmaking
    - (iv) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through constructing artworks
    - (v) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through sculpting, including modeled forms
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
- (A) identify simple subjects expressed in artworks
    - (i) identify simple subjects expressed in artworks
  - (B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork
    - (i) share ideas about personal experiences through artwork
    - (ii) develop awareness to differing experiences through artwork
    - (iii) develop awareness to differing opinions through artwork

- (iv) develop sensitivity to differing experiences through artwork
  - (v) develop sensitivity to differing opinions through artwork
- (C) identify the uses of art in everyday life
  - (i) identify the uses of art in everyday life
- (D) relate visual art concepts to other disciplines
  - (i) relate visual art concepts to other disciplines
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
  - (A) express ideas about personal artworks or portfolios
    - (i) express ideas about personal artworks or portfolios
  - (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers
    - (i) express ideas found in collections using original artworks created by artists or peers
  - (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions
    - (i) compile collections of artwork for the purposes of self-evaluations or exhibitions