

Grade Level Expectations for the Sunshine State Standards

Art - Visual Arts Grades K-2



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**Sunshine State Standards
Grade Level Expectations
Art - Visual Arts
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Strand A: Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes.

Benchmark VA.A.1.1.1: The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

Grade Level Expectations

The student:

Kindergarten

1. creates works that are personally meaningful and draw from experience, observation, or imagination.
2. draws with chalk, crayon, marker, and pencil.
3. paints using tempera, watercolor, and fingerpaint.
4. uses a variety of painting tools (for example, brushes, sponges, fingers).
5. draws and paints on large paper with a variety of brushes, crayons, pencils, and markers.
6. prints by stamping one surface against another.
7. uses tearing, cutting, and folding techniques.
8. uses gluing and pasting techniques.
9. uses forming techniques with materials such as clay and paper.
10. uses basic computer technology related to visual arts.

First

1. creates works that are personally meaningful and draw from experience, observation, or imagination.
2. knows what materials, techniques, and processes are used for creating two- and three-dimensional works of art.
3. draws with chalk, crayon, marker, and pencil.
4. paints a work of art using tempera, watercolor, and fingerpaint.
5. uses a variety of painting tools and techniques (for example, size of brush, pressure of stroke, amount of water added to paint).

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6. draws and paints on a variety of surfaces.
7. demonstrates printmaking processes through monoprints and stamping.
8. uses tearing, cutting, curling, folding, and fringe techniques.
9. uses gluing/pasting techniques to assemble two- and three-dimensional works of art.
10. demonstrates additive and subtractive forming techniques.
11. applies basic textile techniques (for example, stitchery, weaving).
12. uses basic computer technology related to visual arts.

Second

1. creates works that are personally meaningful and draw from experience, observation, or imagination.
2. utilizes drawing, painting, printmaking, fibers, sculpture, and ceramic media to produce works of art.
3. develops drawing skills by using a variety of drawing tools.
4. uses painting techniques employing various brush strokes to create texture and show detail.
5. develops printmaking techniques by creating a series of prints.
6. utilizes additive and subtractive sculptural techniques in creating with clay.
7. constructs two- and three-dimensional works of art that incorporate mixed media and/or fiber techniques.
8. uses basic computer technology related to visual arts to create artworks.

Benchmark VA.A.1.1.2: The student uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.

Grade Level Expectations

The student:

Kindergarten

1. works with art tools and materials safely.
2. explores tools/materials appropriately.
3. follows directed cleanup procedures.

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First

1. works with art tools and materials safely.
2. uses tools/materials appropriately (for example, strokes with the paint brush; doesn't scrub with it).
3. follows directions/instructions and cleanup procedures.

Second

1. works with art tools and materials safely.
2. uses a variety of tools, materials, and processes appropriately.
3. consistently follows directions/instructions and cleanup procedures.
4. uses art materials and tools in a responsible manner.

Benchmark VA.A.1.1.3: The student distinguishes the differences within and among art materials, techniques, processes, and organizational structures, such as elements and principles of design.

Grade Level Expectations

The student:

Kindergarten

1. recognizes differences among art materials and processes.
2. identifies elements of art (for example, line, shape, color, texture).
3. identifies principles of design (for example, pattern, repetition).

First

1. applies different materials, techniques, and processes to works of art.
2. identifies and uses elements of art (for example, line, shape, color, texture).
3. identifies and uses principles of design (for example, pattern, repetition, balance).

Second

1. experiments with a variety of materials, techniques, and processes in works of art.
2. compares, contrasts, and applies elements of art (for example, line, shape, color, texture).

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3. compares, contrasts, and applies principles of design (for example, pattern, repetition, balance, contrast).

Benchmark VA.A.1.1.4: The student uses good craftsmanship when producing works of art.

Grade Level Expectations

The student:

Kindergarten

1. identifies good craftsmanship.

First

1. identifies and uses good craftsmanship.

Second

1. identifies, uses, and assesses qualities of good craftsmanship.
2. develops good craftsmanship skills through practice.

Strand B: Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

Benchmark VA.B.1.1.1: The student knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.

Grade Level Expectations

The student:

Kindergarten

1. knows that subject matter can be real or imaginary.
2. knows that visual symbols are used to convey meaning.
3. knows that pictures tell a story.

First

1. creates works of art that celebrate, record, and communicate cultural heritage and personal events.

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2. interprets visual symbols in the environment.
3. creates works of art that tell a story.

Second

1. creates works of art that celebrate, record, and communicate historical, cultural, and personal events.
2. utilizes visual symbols to communicate meaning in works of art.
3. creates works of art using a variety of themes and subjects.

Benchmark VA.B.1.1.2: The student understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, technique, and processes.

Grade Level Expectations

The student:

Kindergarten

1. knows that people can express themselves visually.
2. interprets personal experiences visually using selected media.

First

1. knows that people can visually express ideas in different ways.
2. interprets personal ideas, feelings, and experiences using various media.

Second

1. compares works of art based on a similar theme and interprets how choice of media, technique, and processes can communicate an idea visually.
2. explains and defends personal responses to works of art.

Benchmark VA.B.1.1.3: The student knows a variety of purposes for creating works of art.

Grade Level Expectations

The student:

Kindergarten

1. describes choices made in his/her artwork.

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2. experiences artwork that is created for varied, specific purposes (for example, storybook illustrations, stained glass).

First

1. describes choices made in his/her artwork.
2. examines a variety of artwork that is created for varied, specific purposes (for example, advertisements, cartoons).

Second

1. explains choices made in his/her artwork.
2. identifies purposes for creating specific works of art (for example, Bierstadt's *Paintings of the American Outdoors*).

Benchmark VA.B.1.1.4: The student uses the elements of art and the principles of design to effectively communicate ideas.

Grade Level Expectations

The student:

Kindergarten

1. knows that works of art express an idea.
2. uses specific elements of art and principles of design to communicate an idea.

First

1. knows that artists employ elements of art and principles of design to express an idea.
2. combines specific elements of art and principles of design to communicate an idea.

Second

1. identifies which elements of art and principles of design are used by an artist to express an idea.
2. uses a variety of elements of art and principles of design to communicate ideas.

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Strand C: Cultural and Historical Connections

Standard 1: The student understands the visual arts in relation to history and culture.

Benchmark VA.C.1.1.1: The student knows that specific works of art belong to particular cultures, times, and places.

Grade Level Expectations

The student:

Kindergarten

1. views and discusses art from various cultures, time periods, and places.

First

1. demonstrates knowledge of art that represents specific cultures, time periods, and places.

Second

1. groups similar works of art based on specific cultures, time periods, and places.
2. compares historical and cultural works of art that have the same theme but use different styles, processes, or techniques (for example, *Mother and Child* by Mary Cassatt and by Picasso).

Benchmark VA.C.1.1.2: The student understands how artists generate and express ideas according to their individual, cultural, and historical experiences.

Grade Level Expectations

The student:

Kindergarten

1. identifies one or more well-known artists and their artwork.

First

1. knows that artists create works based on their life experiences.
2. views and listens to informational and literary text, multimedia, and/or Internet sources to learn about artists, various cultures, and time periods.

Second

1. understands that artists create works based on culture and life experiences (for example, urban and rural environment).

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2. compares and contrasts symbols used by various artists and cultures to convey similar meaning and to express ideas (for example, Native American, Egyptian, African, Aboriginal cultures).

Strand D: Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.

Benchmark VA.D.1.1.1: The student uses age-appropriate vocabulary to describe, analyze, interpret, and makes judgments about works of art.

Grade Level Expectations

The student:

Kindergarten

1. distinguishes between non-art objects and works of art (for example, a tree and a painting of a tree).
2. makes observations about artworks using elements of art and principles of design.

First

1. compares works of art with non-art objects using appropriate vocabulary.
2. describes artworks using elements of art and principles of design.

Second

1. makes and supports judgments about works of art using specific criteria and appropriate vocabulary.
2. analyzes artworks using elements of art and principles of design.

Benchmark VA.D.1.1.2: The student understands that works of art can be rendered realistically, symbolically, or abstractly.

Grade Level Expectations

The student:

Kindergarten

1. experiences artworks in a variety of styles (for example, Tanner's *Banjo Player* and Picasso's *Three Musicians*).

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First

1. groups works of art that are realistic or abstract.
2. identifies examples of art that are symbolic.

Second

1. compares and contrasts works of art that are realistic or abstract.
2. identifies and examines the use of symbolism in specific art (for example, tribal masks, totem poles, still life).

Benchmark VA.D.1.1.3: The student knows the difference between an original work of art and a reproduction.

Grade Level Expectations

The student:

Kindergarten

1. identifies original artworks.

First

1. identifies original artworks and reproductions.

Second

1. compares differences between original artworks and reproductions.

Strand E: Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.

Benchmark VA.E.1.1.1: The student understands that people create art for various reasons and that everyday objects are designed by artists.

Grade Level Expectations

The student:

Kindergarten

1. examines examples of everyday objects designed by artists.

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2. understands that artists' creations influence home, school, and work life.

First

1. distinguishes between functional and non-functional art.
2. understands that artists' creations influence home, school, and work life.

Second

1. compares and contrasts functional and non-functional art.
2. discusses reasons why people create works of art.
3. understands that artists' creations influence home, school, and work life.

Benchmark VA.E.1.1.2: The student knows various careers that are available to artists.

Grade Level Expectations

The student:

Kindergarten

1. identifies a career in art (for example, artists, designers, architects, teachers).

First

1. associates artists' careers with their artworks (for example, illustrator - picture books).

Second

1. discusses diverse careers available to artists (for example, animator, museum curator, fashion designer).

Benchmark VA.E.1.1.3: The student understands and uses appropriate behavior in a cultural experience.

Grade Level Expectations

The student:

Kindergarten

1. uses good observation and listening skills during a museum visit, and/or classroom art presentations.

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First

1. uses good observation and listening skills during a guest artist visit, museum visit, and/or classroom art presentations.

Second

1. uses good observation, listening, and questioning skills during a guest artist visit, museum visit, and/or classroom art presentations.