

**Bangor School Department
Grades PK-2 Visual Arts Standards**

A. **Disciplinary Literacy – Visual Arts:** *Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and process.*

A1. **Artist’s Purpose**

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.			
	Telling a story: illustrations in picture books	Telling a story: illustrations in picture books; art reproductions with narrative content Communicating emotion: facial expressions	Telling a story: illustrations in picture books; art reproductions with narrative content Communicating emotion: facial expressions; use of line and color Beautifying functional objects: ceramics and textiles	Telling a story: illustrations in picture books; art reproductions with narrative content Communicating emotion: facial expressions; use of line and color Beautifying functional objects: ceramics and textiles

A2. **Elements of Art and Principles of Design**

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students identify features of composition.			
a.	<i>Identify Elements of Art: color, form, line, shape, space, texture, and value.</i>			
	Color: color awareness and naming Form: an object has form Line: line variety (straight, curved, zigzag, wavy) Shape: shape variety (geometric) Space: figure/ground relationship Texture: texture variety (smooth, bumpy, hard, soft, rough, squishy)	Color: awareness of primary colors and color mixing Form: form variety (sphere, cube, cylinder) Line: line variety (loopy, castle-top, spiral, dotted, dashed); direction (vertical, horizontal, diagonal); width (thick, thin) Shape: shape variety Space: figure/ground relationship Texture: texture variety	Color: primary and secondary Form: form variety Line: line variety, direction and width Shape: shape variety Space: figure/ground relationship; spatial relationships (position on paper, size, overlapping) Texture: texture variety	Color: warm and cool; neutrals Form: form variety (cone, pyramid) Line: line variety, direction and width Shape: shape variety (organic) Space: figure/ground relationship; spatial relationships (overlapping, horizon line, foreground/middle ground/background) Texture: texture variety Value: lights and darks

b.	Identify <i>Principles of Design</i> including pattern and balance.			
	Pattern: pattern (A/B)	Pattern: pattern variety	Pattern: pattern variety Balance: symmetry	Pattern: pattern variety Balance: symmetry

A3. Media, Tools, Techniques, and Processes

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students name art media and associated tools, for multiple art forms and genres.			
	Art media and associated tools: introduction to basic media and tools for drawing, painting, printmaking, cut paper and clay; portraits and landscapes	Art media and associated tools: basic media and tools for drawing, painting, printmaking, cut paper and clay; portrait, landscape, architecture and still life	Art media and associated tools: basic media and tools for drawing, painting, printmaking, cut paper and clay; portrait, landscape, architecture and still life	Art media and associated tools: basic media and tools for drawing, painting, printmaking, cut paper and clay; portrait, landscape, architecture, still life, and non-objective

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B. Creation, Performance, Expression- Visual Art: Students create, express, and communicate through the art discipline.

B1. Media Skills

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students use basic media, tools and techniques to create original art works.			
	Exploring basic media, tools, and techniques: drawing, painting, printmaking, cut paper and clay	Use of basic media, tools, and techniques in drawing, painting, printmaking, cut paper (forming and constructing) and clay	Use of basic media, tools, and techniques in drawing, painting, printmaking, cut paper (forming and constructing) and clay	Use of basic media, tools, and techniques in drawing, painting, printmaking, cut paper (forming and constructing) and clay

B2. Composition Skills

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works.			
	Color: choice and variety for expression Form: form variety (sphere, coil) Line: line variety (straight, curved, zigzag, wavy) Shape: shape variety (geometric) Space: figure/ground relationship Texture: introduction to texture variety	Color: choice and variety for expression including color mixing Form: form variety (cylinder) Line: line variety (loopy, castle-top, spiral, dotted, dashed); direction (vertical, horizontal, diagonal); width (thick, thin) Shape: shape variety Space: figure/ground relationship Texture: introduction to actual and visual texture Pattern: introduction to pattern	Color: choice and variety for expression including color mixing; primary and secondary Form: form variety Line: line variety, direction and width Shape: shape variety Space: figure/ground relationship; spatial relationships (position on paper, size, overlapping) Texture: texture variety Pattern: pattern variety Balance: symmetry	Color: choice and variety for expression including color mixing; primary and secondary; warm and cool Form: form variety (cone, pyramid) Line: line variety, direction and width Shape: shape variety (organic) Space: figure/ground relationship; spatial relationships (overlapping, horizon line, foreground/middle ground/background) Texture: texture variety Pattern: pattern variety Balance: symmetry

B3. Making Meaning

Performance Indicators & Descriptors				
PreK	K	Grade 1	Grade 2	
Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.				
Communicate ideas and feelings: narrative (descriptive, personal expression)	Communicate ideas and feelings: narrative (story-telling)	Communicate ideas and feelings: narrative	Communicate ideas and feelings: narrative (persuasive)	

B4. Exhibition

Performance Indicators & Descriptors				
PreK	K	Grade 1	Grade 2	
No performance indicator. Although no performance indicators are stated, students may participate in the preparation of art for display and all students are expected to have instructional experiences that help them to understand how art is prepared for display and why different choices related to preparation may be made.				
Exhibition: School-wide displays of all students' artwork; community exhibitions of selected student artwork	Exhibition: School-wide displays of all students' artwork; community exhibitions of selected student artwork	Exhibition: School-wide displays of all students' artwork; community exhibitions of selected student artwork	Exhibition: School-wide displays of all students' artwork; community exhibitions of selected student artwork	

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C. Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.

CI. Application of Creative Process

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students identify and demonstrate creative problem-solving skills.			
a.	Improvise to solve problems in the performing arts.			
	Identify problem. Gather essential information through listening and questioning. Explore and experiment while creating artwork in response to problem. Recognize and respect role of individual choice.	Identify problem. Gather essential information through listening and questioning. Explore and experiment while creating artwork in response to problem. Recognize and respect role of individual choice.	Identify problem. Gather essential information through listening and questioning. Explore and experiment while creating artwork in response to problem. Recognize and respect role of individual choice.	Identify problem. Gather essential information through listening and questioning. Explore and experiment while creating artwork in response to problem. Recognize and respect role of individual choice.
b.	Imagine and share possible solutions to apply to challenges in creating art.			
	In-process discussions with other students and teacher brainstorming and sharing discoveries End-of-class share time	In-process discussions with other students and teacher brainstorming and sharing discoveries End-of-class share time	In-process discussions with other students and teacher brainstorming and sharing discoveries End-of-class share time	In-process discussions with other students and teacher brainstorming and sharing discoveries End-of-class share time

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D. Aesthetics and Criticism: *Students describe analyze, interpret, and evaluate art (dance, music theatre, and visual arts).*

DI. Aesthetics and Criticism

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students observe, listen to, describe and ask questions about art forms.			
a.	Describe the art form by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u> .			
	Whole-group or individual discussions of art examples and reproductions.	Whole-group or individual discussions of art examples and reproductions.	Whole-group or individual discussions of art examples and reproductions.	Whole-group or individual discussions of art examples and reproductions.
b.	Ask questions about the art form to further understand how the artist created/performed the work of art.			
	Whole-group or individual discussions of art examples and reproductions.	Whole-group or individual discussions of art examples and reproductions.	Whole-group or individual discussions of art examples and reproductions.	Whole-group or individual discussions of art examples and reproductions.
c.	Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.			

	Telling a story: illustrations in picture books	Telling a story: illustrations in picture books; art reproductions with narrative content Communicating emotion: facial expressions	Telling a story: illustrations in picture books; art reproductions with narrative content Communicating emotion: facial expressions; use of line and color Beautifying functional objects: ceramics and textiles	Telling a story: illustrations in picture books; art reproductions with narrative content Communicating emotion: facial expressions; use of line and color Beautifying functional objects: ceramics and textiles
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E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1. The Arts and History and World Cultures

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.			
	Identify the use of art in the traditions and celebrations of other cultures.	Identify the use of art in the traditions and celebrations of other cultures.	Identify the use of art in the traditions and celebrations of other cultures. Examine art from different time periods, styles, and cultures.	Identify the use of art in the traditions and celebrations of other cultures. Examine art from different time periods, styles, and cultures.

E2. The Arts and Other Disciplines

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students identify connections between and among the arts and other disciplines.			

	Art and Literature: Picturebooks Art and Science: Animals Art and Math: Shapes; patterns	Art and Literature: Picture books Art and Science: Weather Art and Math: Patterns Art and Social Studies: Self, family, school and local community; geography	Art and Literature: Picture books; bookmaking Art and Science: Local ecosystem Art and Math: Patterns; symmetry Art and Social Studies: Self, family, school and local community; geography	Art and Literature: Picture books; bookmaking Art and Science: Lifecycles Art and Math: Patterns; symmetry Art and Social Studies: Self, family, school, neighborhood, local community and state; geography; map skills
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E3. Goal Setting

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students identify choices that lead to success in the arts.			
	Recognize that artwork reflects effort; including time spent on task, attention to detail, and craftsmanship.	Recognize that artwork reflects effort; including time spent on task, attention to detail, and craftsmanship.	Recognize that artwork reflects effort; including time spent on task, attention to detail, and craftsmanship.	Recognize that artwork reflects effort; including time spent on task, attention to detail, and craftsmanship.

E4. Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students identify the arts in life experiences.			
a.	Identify the activities and careers of a visual or performing artist.			

	Art Careers: Art Educators, Architects, Clay Artists, Fashion Designers, Graphic Designers, New Media Artists Visitors: artists and educators.	Art Careers: Art Educators, Architects, Clay Artists, Fashion Designers, Graphic Designers, New Media Artists Visitors: artists and educators.	Art Careers: Art Educators, Architects, Clay Artists, Fashion Designers, Graphic Designers, New Media Artists Visitors: artists and educators.	Art Careers: Art Educators, Architects, Clay Artists, Fashion Designers, Graphic Designers, New Media Artists Visitors: artists and educators.
b.	Describe common arts activities.			
	Enrichment performances at school. UMMA's Museums by Mail traveling exhibitions.	Enrichment performances at school. UMMA's Museums by Mail traveling exhibitions.	Enrichment performances at school. UMMA's Museums by Mail traveling exhibitions.	Enrichment performances at school. UMMA's Museums by Mail traveling exhibitions.
c.	Describe the way the arts can make people feel.			
	Recognize that the arts can communicate ideas and feelings.	Recognize that the arts can communicate ideas and feelings.	Recognize that the arts can communicate ideas and feelings.	Recognize that the arts can communicate ideas and feelings.

E5. Interpersonal Skills

Performance Indicators & Descriptors				
	PreK	K	Grade 1	Grade 2
	Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.			
a.	Getting along with others			
	Respect for others and their work. Share materials and workspace.	Respect for others and their work. Share materials and workspace.	Respect for others and their work. Share materials and workspace.	Respect for others and their work. Share materials and workspace.
b.	Respecting differences			

	Understand and demonstrate an appreciation for the creative efforts of others.	Understand and demonstrate an appreciation for the creative efforts of others.	Understand and demonstrate an appreciation for the creative efforts of others.	Understand and demonstrate an appreciation for the creative efforts of others.
c.	Working as a team/ensemble			
	Share materials and workspace.	Share materials and workspace. Group projects.	Share materials and workspace. Group projects.	Share materials and workspace. Group projects.
d.	Managing conflict			
	Take responsibility for own actions.	Take responsibility for own actions.	Take responsibility for own actions.	Take responsibility for own actions.
e.	Accepting/giving/using constructive feedback			
	Share time. Individual conferencing with teacher.	Share time. Individual conferencing with teacher.	Share time. Individual conferencing with teacher.	Share time. Individual conferencing with teacher.
f.	Accepting responsibility for personal behavior			
	Choose appropriate table-mates. Use materials appropriately.	Choose appropriate table-mates. Use materials appropriately.	Choose appropriate table-mates. Use materials appropriately.	Choose appropriate table-mates. Use materials appropriately.
g.	Demonstrating ethical behavior			
	Accept consequences for inappropriate or unsafe behavior.	Accept consequences for inappropriate or unsafe behavior.	Accept consequences for inappropriate or unsafe behavior.	Accept consequences for inappropriate or unsafe behavior.
h.	Following established rules/etiquette for observing/listening to art.			
	Respect other students' personal space and artwork, including artwork on display.	Respect other students' personal space and artwork, including artwork on display.	Respect other students' personal space and artwork, including artwork on display.	Respect other students' personal space and artwork, including artwork on display.

i.	Demonstrating safe behavior			
	Use materials appropriately. Respect other students' personal space.	Use materials appropriately. Respect other students' personal space.	Use materials appropriately. Respect other students' personal space.	Use materials appropriately. Respect other students' personal space.