

K-12 ART Standards/Benchmarks/Grade Level Expectations (GLE)

Updated 1-16-07

Standard 1: Understands and applies media, techniques, and processes.

Interval Benchmark 1: Know the differences between materials, techniques, and processes

Grade Level Expectations K-5

- a. Knows examples of art materials
- b. Knows examples of art techniques.
- c. Knows examples of art processes.
- d. Knows that paint and clay can be art materials.
- e. Knows art techniques (ex. Overlapping, shading, varying size, and varying color).
- f. Knows that addition and subtraction is an art technique in sculpture

Interval Benchmark 2: Describe how different materials, techniques, and processes cause different responses

Grade Level Expectations K-5

- a. Knows how different materials cause different responses from the viewer.
- b. Knows how different techniques cause different responses from the viewer.
- c. Knows how different processes cause different responses from the viewer.

Interval Benchmark 3: Use different media, techniques, and processes to communicate ideas, experiences, and stories

Grade Level Expectations K-5

- a. Knows how different media, techniques, and processes are used to communicate ideas, experiences, and stories.
- b. Knows how watercolor and tempera can be used to communicate ideas, experiences and stories.

Interval Benchmark 4: Use art materials and tools in a safe and responsible manner

Revised 10-12-06

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Grade Level Expectations K-5

- a. Uses art materials in a safe and responsible manner.
- b. Uses art tools in a safe and responsible manner.

Standard 2: Use knowledge of structures and functions.

Interval Benchmark 1: Know the differences among visual characteristics and purposes of art in order to convey ideas

Grade Level Expectations K-5

- a. Knows visual characteristics of art
- b. Knows that color and texture are visual characteristics of art.
- c. Knows that art has a purpose.
- d. Knows that one purpose of art is to convey ideas.

Interval Benchmark 2: Describe how different expressive features and organizational principles cause different responses

Grade Level Expectations K-5

- a. Understands how different expressive features of art cause different responses.
- b. Understands how different features of art can evoke different feelings.
- c. Understands how different organizational principles cause different responses.
- d. Understands how the principles of repetition, balance, emphasis, contrast, and unity can cause different responses.

Interval Benchmark 3: Use visual structures and functions of art to communicate ideas

Grade Level Expectations K-5

- a. Uses visual structures of art to communicate ideas

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b. Uses functions of art to communicate ideas

Standard 3: Choose and evaluate a range of subject matter, symbols, and ideas.

Interval Benchmark 1: Explore and understand prospective content for works of art

Grade Level Expectations K-5

a. Uses formulated thoughts to select ideas for art.

b. Uses personal opinions to select ideas for art

c. Uses concepts to select ideas for art

Interval Benchmark 2: Select and use subject matter, symbols, and ideas to communicate meaning

Grade Level Expectations K-5

a. Knows how subject matter is used to communicate meaning

b. Knows how symbols are used to communicate meaning

c. Knows how ideas are used to communicate meaning

Standard 4: Understand the visual arts in relation to history.

Interval Benchmark 1: Know that the visual arts have both a history and specific relationships to various cultures

Grade Level Expectations K-5

a. Knows that the visual arts are part of the history of various cultures.

b. Knows that the visual arts have a specific relationship to various cultures.

Interval Benchmark 2: Identify specific works of art as belonging to particular cultures, times, and places

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- a. Identifies specific works of art as belonging to particular cultures
- b. Identifies specific works of art as belonging to particular times
- c. Identifies specific works of art as belonging to particular places

Interval Benchmark 3: Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

Grade Level Expectations K-5

- a. Knows how history can influence the visual arts
- b. Knows how culture can influence the visual arts
- c. Knows how visual arts can influence history and culture

Standard 5: Reflect upon and assess the characteristics and merits of their work and the work of others.

Interval Benchmark 1: Understand there are various purposes for creating works of visual art

Grade Level Expectations K-5

- a. Knows that art is created for a variety of reasons
- b. Knows that art has a purpose

Interval Benchmark 2: Describe how people's experiences influence the development of specific artworks

Grade Level Expectations K-5

- a. Knows that personal experience can influence art.
- b. Knows how cultural background can influence the development of specific artworks.
- c. Knows how human needs can influence the development of specific artworks.

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Interval Benchmark 3: Understand there are different responses to specific artworks

Grade Level Expectations K-5

- a. Knows that people can respond differently to the same work of art.

Standard 6: Make connections between visual arts and other disciplines.

Interval Benchmark 1: Understand and use similarities and differences between characteristics of the visual arts and other arts disciplines

Grade Level Expectations K-5

- a. Apply information learned in other curriculum to the art curriculum.

Interval Benchmark 2: Identify connections between the visual arts and other disciplines in the curriculum

Grade Level Expectations K-5

- a. Recognize that curriculum from other disciplines apply to the visual arts.