

## **Visual Arts Grade Level Expectations (GLEs) K-12 –Vision and Overview**

*Visual Arts Grade Level Expectations (GLEs) describe a connected series of essential learnings necessary to create proficient visual arts students. These GLEs describe the knowledge and skills students acquire from kindergarten through high school. This continuum describes the journey students experience along the pathway of learning the Visual Arts. Visual Arts are a universal language bridging cultures, places and time, providing experiences that evoke and require intellectual, emotional, and aesthetic responses. Students enter school with enthusiasm for visual expression and material exploration. Perceptual skills, creative production, presentation skills and visual thinking strategies are an integral part of Visual Arts studies. Artworks are created by individuals and groups using the elements of art and principles of design in a variety of media and processes. Students, over time, acquire age-appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students create and present artworks that can be seen, felt, described, and experienced in a variety of styles and genres. Visual Arts communicate, influence and reflect personal ideas and cultural values. Visual Arts students make connections within and across the arts to other disciplines, life, cultures and work. Student artists graduate as creative and knowledgeable responders. They become literate and informed consumers of visual culture, equipped with the necessary skills of the 21<sup>st</sup> century – creativity, innovation, critical thinking, problem-solving, collaboration, and communication.*

*\*Note the following Pre-School statement added to the K-12 Arts Learning Standards:*

***\*Visual Arts for Pre-School (2-4 year olds):** Students explore, paint, draw, color, cut, dig, squish, manipulate, stack, sort, categorize, trace, create, imagine, innovate, design, copy, imitate, collect, and play with multiple media, nature, and found objects. Students make their world an artwork in progress to share with those in their lives.*

## Kindergarten

In kindergarten, students begin to explore and participate in creative art-making processes. Students learn to use a step-by-step process to create artwork. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students begin to develop observational skills, fine motor skills, and sensory connections. Students begin to experience and use art elements and principles of design using basic art making techniques. Students learn how to share their ideas and explain their artwork to others, communicating ideas that are personally important. Students develop awareness of their own community through visual arts experiences. In kindergarten, Visual Arts are produced with teacher support and direction.

## Grade 1

In first grade, students begin to develop an understanding of art elements and principles of design by exploring a variety of art materials and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop their art-making skills by using step-by-step processes to create artwork, including observational skills, fine motor skills, and sensory connections. Students develop art skills and communicate ideas that are personally important. Students create and respond to visual arts experiences that are meaningful in their lives. Students develop awareness of their own community and environment through visual arts experiences. In Grade 1, Visual Arts are produced with teacher support and direction.

## Grade 2

In second grade, students continue to develop an understanding of art elements and principles of design through participation and exploration of a variety of media, genres, styles, and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop perceptual and technical art skills and communicate ideas that are personally important. Students create and respond to multiple visual arts experiences that are meaningful in their lives. Students develop visual thinking strategies. Students develop awareness of cultures and environments through the visual arts. In Grade 2, Visual Arts are produced with teacher support and direction.

## Grade 3

In third grade, students build on previous understanding of and make choices to create artwork using the elements of art and principles of design through participation and exploration of a variety of media, genres, styles, and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop perceptual and technical art skills and communicate ideas that are personally important. Students reflect upon and explain their artwork to others using established guidelines. Students develop visual thinking strategies as they create and respond to art and make connections across disciplines, cultures, place, and time. In Grade 3, Visual Arts are produced with teacher support and direction.

## Grade 4

In fourth grade, students continue to build on previous understanding and make choices to create artwork using the elements of art and principles of design through participation and exploration of a variety of media, genres, styles, and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop perceptual and technical art skills and communicate ideas that are personally important. Students reflect upon and explain their artwork to others using established guidelines. Students develop visual thinking strategies as they create and respond to art and make connections across disciplines, cultures, place, and time. In Grade 4, Visual Arts are produced with teacher support and direction.

(Resources- Art Education in Practice Series- Davis Publications- *Thinking through Aesthetics* by Marilyn Stewart.)

## Grade 5

In fifth grade, students extend previous understanding and make choices to create artwork using the elements of art and principles of design through continued use of media, genres, styles, and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop perceptual and technical art skills and communicate ideas that are personally important. Students present and reflect on artwork using established guidelines. Students develop visual thinking strategies as they respond to art and make connections across disciplines, cultures, place, and time. In Grade 5, Visual Arts are produced with teacher support and direction.

(Resources- Art Education in Practice Series- Davis Publications- *Thinking through Aesthetics* by Marilyn Stewart.)

## Grade 6

In sixth grade, students extend previous understanding and make choices to create artwork using the elements of art and principles of design through continued use of various media, genres, styles, and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop perceptual and technical art skills and communicate ideas that are personally important. Students present and reflect on artwork using aesthetic criteria. Students develop visual thinking strategies as they respond to art and make connections across disciplines, cultures, place, and time. In Grade 6, Visual Arts are produced with teacher support and direction.

## Grade 7/8

In seventh/eighth grade, students deepen previous understanding and make choices to create artwork using the elements of art and principles of design through continued use of various media, genres, styles, and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop perceptual and technical art skills and communicate ideas that are personally important. Students present and reflect on artwork using aesthetic criteria. Students analyze and respond to art and make connections across disciplines, cultures, place, and time as they become visually literate thinkers and creators. In Grades 7/8, Visual Arts are produced with teacher guidance and mentoring.

## Grade 9/10

In ninth/tenth grade, students expand previous understanding and make choices to create artwork using the elements of art and principles of design through continued use of various media, genres, styles, and techniques. Students acquire age appropriate skills and safety practices in the use of media, tools, techniques, and equipment. Students continue to develop perceptual and technical art skills and communicate ideas that are personally important. Students examine, present and justify original work as they become visually literate thinkers and creators. Students analyze and respond to art and make connections across disciplines, cultures, place, and time using aesthetic criteria. They study career paths related to the Visual Arts. In Grades 9/10, Visual Arts are produced with teacher guidance and mentoring.

## Grades 11/12

\*In eleventh/twelfth grade, students extend previous understanding and communicate for specific purposes and audiences synthesizing elements of art and principles of design through a variety of media, genres, styles, and techniques. Students work independently and safely to synthesize and develop a personal style in a body of work that exemplifies and is evidence of deeper understanding of technical skill and perceptual mastery. Students integrate personal experience and meaning. Students analyze, interpret and evaluate from previous genres and experiences. Students examine, produce, exhibit, and justify a body of original work as visually literate thinkers, creators, and consumers of visual art. Students analyze and respond to art and make connections across disciplines, cultures, place, and time with a variety of aesthetic criteria. They study career paths related to the Visual Arts. In Grades 11/12, Visual Arts are produced independently with teacher mentoring.