

**North Kitsap School District**  
**Essential Academic Learning Requirements**  
**ELEMENTARY VISUAL ART**

**GRADE K**

**Essential Learning 1: The student understands and applies arts knowledge and skills.**

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	<ul style="list-style-type: none"> <li>• Understands and demonstrates types of lines (e.g., straight, curved).</li> <li>• Uses line to create shapes.</li> <li>• Recognizes, names and creates geometric shapes.</li> <li>• Identifies actual textures (e.g., rough/smooth).</li> <li>• Names primary and secondary colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and makes straight and curved lines.</li> <li>• Invents drawing techniques and makes lines to music.</li> <li>• Identify, draw and cut these shapes:               <ul style="list-style-type: none"> <li>- circle</li> <li>- triangle</li> <li>- rectangle</li> <li>- square</li> </ul> </li> <li>• Creates artwork using texture.</li> <li>• Recognize and identify primary colors.</li> </ul>	Copy alphabetical letters.  Cut out five basic shapes.  Paint primary color wheel.	<ul style="list-style-type: none"> <li>√ Discuss <i>Composition 2</i>, by Piet Mondrian (1921). Do activity called “Chalk Rub.”</li> <li>√ Do art identifying and naming primary colors, types of lines, basic shapes and patterns.</li> </ul>
1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/ dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> <li>• Uses repetition of one element to create pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Traces shapes to create a composition with a pattern.</li> <li>• Discuss principles of organization.</li> </ul>	Can copy a pattern seen.	<ul style="list-style-type: none"> <li>√ Discuss <i>People and Dog in the Sun</i>, by Joan Mi’ro (1949). Do activity called “Pattern Block Butterflies.”</li> <li>√ Do art identifying patterns, shapes and colors.</li> <li>√ Play tic tac toe.</li> <li>√ Cut out basic shapes and glue to paper in different patterns.</li> </ul>

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1.2 Develops arts skills and techniques.	<ul style="list-style-type: none"> <li>• Uses art tools and materials safely and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Pastes paper to paper.</li> <li>• Cuts straight line.</li> <li>• Uses sides and point of tools.</li> <li>• Understands safety issues related to art supplies and tools.</li> </ul>	Handles scissors, paints, brushes, etc. appropriately and stores items properly.	<ul style="list-style-type: none"> <li>√ Plenty of practice cutting, pasting and painting a variety of shapes.</li> <li>√ Plenty of practice on proper care and cleanup of art supplies.</li> </ul>
1.3 Understands and applies arts styles from various artists, cultures, and times.	<ul style="list-style-type: none"> <li>• Describes a specific artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies art from at least two different cultures.</li> <li>• Identifies different elements in a specific artwork.</li> <li>• Look at an Art Docent print, discuss and create a piece using similar art elements (line, shape, texture and color).</li> </ul>	Responds to various artists work.	<ul style="list-style-type: none"> <li>√ Compare <i>People and Dog in the Sun</i>, by Joan Miro, and <i>Winter Landscape</i>, by Brueghal. What is similar and what is different?</li> <li>√ Do activity called “Our Own Winter Landscape.”</li> </ul>

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1.4 Applies audience skills in a variety of arts settings and performances.	<ul style="list-style-type: none"> <li>Demonstrates self-control.</li> </ul>	<ul style="list-style-type: none"> <li>Model and discuss appropriate audience behavior.</li> <li>Demonstrates appropriate behavior in a variety of settings.</li> <li>Provide opportunities to be both the artist and the critic.</li> </ul>	Attend various arts settings appropriately.	√ Set down rules for behavior before art settings occur and practice that behavior.
<b>Essential Learning 2: The student demonstrates thinking skills using artistic processes.</b>				
To meet this standard, the student will:				
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> <li>Conceptualizes the context or purpose</li> <li>Gathers information from diverse sources</li> <li>Develops ideas and techniques</li> <li>Organizes arts elements, forms, and/or principles into a creative work</li> <li>Reflects for the purpose of elaboration and self-evaluation</li> <li>Refines work based on feedback</li> <li>Presents work to others</li> </ul>	<ul style="list-style-type: none"> <li>Applies arts concepts, vocabulary, skills, and techniques through a creative process.</li> </ul>	<ul style="list-style-type: none"> <li>Creates original artwork and tells about it using art concepts, vocabulary, skills and techniques.</li> <li>Responds to the purpose of composition (i.e., make a piece of artwork for a purpose).</li> </ul>	Describes artwork using art concepts and vocabulary.	√ Create a piece of art for a purpose and have students explain use of color and shapes. For example, Valentine card and use of red color and heart shape.

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<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose</li> <li>• Selects artistic work (repertoire) to perform</li> <li>• Analyzes the structure and background of work</li> <li>• Interprets by developing a personal approach to the work</li> <li>• Rehearses, adjusts, and refines through evaluation and problem solving</li> <li>• Presents work for others</li> <li>• Reflects and evaluates</li> </ul>	<ul style="list-style-type: none"> <li>• Applies arts concepts, vocabulary, skills, and techniques through a performance process.</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatize art elements with your body.</li> <li>• Perform in front of others for a purpose.</li> <li>• Selects and prepares own work for public display.</li> <li>• Discusses public display experience with group.</li> <li>• Completes a project with a team.</li> </ul>	<p>Science Fair</p>	<ul style="list-style-type: none"> <li>√ Choose a book to dramatize.</li> <li>√ Perform a group experiment, then display during Science Fair.</li> </ul>

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2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> <li>• Engages actively and purposefully</li> <li>• Describes what is seen and/or heard</li> <li>• Analyzes how the elements are arranged and organized</li> <li>• Interprets based on descriptive properties</li> <li>• Evaluates using supportive evidence and criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Applies arts concepts, vocabulary, skills, and techniques through a responding process.</li> </ul>	<ul style="list-style-type: none"> <li>• Find art elements in the school building.</li> <li>• Begin to evaluate and make judgments about a wide range of art.</li> <li>• Discuss a piece of artwork and identify art elements. Recognize a variety of media, techniques and processes.</li> <li>• Retell or recount events at an assembly.</li> </ul>	Verbal and written response to presentation of art prints and videos.	<ul style="list-style-type: none"> <li>√ Visit a local art museum with a variety of art forms present.</li> <li>√ Ask students what they preferred/disliked.</li> </ul>

**Essential Learning 3: The student communicates through the arts.**

To meet this standard the student will:

3.1 Uses the arts to express and present ideas and feeling.	<ul style="list-style-type: none"> <li>• Recognizes that feelings can be expressed through the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand art serves many purposes and functions to express feelings.</li> <li>• Discuss elements of art and their uses in creating mood.</li> <li>• Begin process of transforming personal experiences into art forms.</li> </ul>	Art work for Earth Day, holidays, health, or history.	<ul style="list-style-type: none"> <li>√ <i>Mother and Child</i>, (1922), by Pablo Picasso, or <i>Child With Red Hat</i>, by Mary Cassatt. Discuss choice of color, lines and textures used to express mood.</li> <li>√ Do activity called “Mother and Me Art” or “Valentine Card.”</li> </ul>
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3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> <li>• Uses the arts to communicate for a specific purpose (e.g., commemorate).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand art serves many purposes and functions; inform, entertain, persuade.</li> <li>• Make art to celebrate holidays.</li> </ul>	Art work for school play or activity.	<ul style="list-style-type: none"> <li>√ Discuss <i>I and My Village</i>, by Chagall. Discuss posters and advertising.</li> <li>√ Do activity call “String Pull Painting.”</li> <li>√ Make posters for school play or activity.</li> </ul>
3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> <li>• Uses personal favorites in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses favorite color, texture and shapes.</li> <li>• Identify and articulate personal reactions and feelings when viewing works of art.</li> </ul>	Identifies and articulates personal reactions and feelings when viewing works of art.	<ul style="list-style-type: none"> <li>√ Discuss <i>Sunflowers</i>, by Van Gogh. Ask which art print is their personal favorite and why.</li> <li>√ Do activity call “Sunflower Art.”</li> </ul>

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**Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.**

To meet this standard the student will:

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4.1 Demonstrates and analyzes the connections among the arts disciplines.	<ul style="list-style-type: none"> <li>• Recognizes arts concepts in multiple art disciplines (i.e., pattern).</li> </ul>	<ul style="list-style-type: none"> <li>• Experience an art concept in visual and performing art media.</li> <li>• Listen for pattern in music.</li> <li>• Uses shapes to continue a pattern.</li> <li>• Follows a pattern in movement.</li> </ul>	Claps to music or beat to pattern on paper.	<ul style="list-style-type: none"> <li>√ Clap a rhythm, show that rhythm through pattern on paper.</li> <li>√ Ta Ta Tee Tee Ta clap patterns.</li> <li>√ Use pattern blocks as templates to trace.</li> <li>√ Do the “wave.”</li> <li>√ Draw lines and color to music.</li> </ul>
4.2 Demonstrates and analyzes the connections between the arts and other content areas.	<ul style="list-style-type: none"> <li>• Recognizes that art concepts occur in other content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Geometric shapes in math.</li> <li>• Science notebooks – draw to label things.</li> <li>• Traffic sign shapes and colors.</li> <li>• Draws to tell a story.</li> </ul>	Tells a story in proper sequence using pictures.	<ul style="list-style-type: none"> <li>√ Describe a recent event through pictures.</li> </ul>

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4.3 Understands how the arts impact lifelong choices.	<ul style="list-style-type: none"> <li>• Identifies examples of arts in the classroom / school.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize arts in books, puzzles and games.</li> <li>• Find examples of art elements in the building.</li> <li>• Identify art elements in school assemblies.</li> </ul>	Names art works in classroom.	√ Play <i>I Spy</i> , game to pick out art in classroom.
4.4 Understands that the arts shape and reflect culture and history.	<ul style="list-style-type: none"> <li>• Describes a specific artwork in the classroom / school.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at artwork and songs for specific holidays.</li> <li>• Recognizes school or class mascot or symbol.</li> </ul>	Names school or class symbol or colors.	√ Point out items in classroom with same colors as school colors.
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	<ul style="list-style-type: none"> <li>• Follows directions when prompted on assigned tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate ideas from teacher prompt.</li> <li>• Brings piece of artwork from home.</li> </ul>	Shares artwork from home.	√ Monthly or weekly, assign a share day of artwork from home.