

LINCOLN PUBLIC SCHOOLS
Art Learning Expectations: Grades K-3

Standard 1
Media,
Materials,
Techniques

Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.

Big Ideas

- ❑ Specific artistic expressions are created through the skilled use of methods and materials.

Key Outcomes

- ❑ Drawing: Students will demonstrate an understanding of the **effects of lines for different textures and shapes** by using a range of lines in their drawings.
- ❑ Painting: Students will demonstrate an understanding of **primary and secondary colors** by including a range of colors in their painting.
- ❑ Three-Dimensional Design: Students will demonstrate an understanding of **difference between flat 2-dimensional artwork and spatial 3-dimensional artwork** by creating a sculpture.
- ❑ Collage: Students will demonstrate an understanding of **collage technique** by gluing cut or ripped paper to create shapes, texture and pattern.
- ❑ Printmaking: Students will demonstrate an understanding that **printmaking is a unique method of transferring images** by making multiple copies of a single design.
- ❑ Fiber Arts: Students will demonstrate an understanding that **textiles are created and decorated through the manipulation of fibers** by creating a basic weaving.

Instructional Notes:

- ❑ Drawing materials may include crayons, markers, colored pencils, oil pastels and chalk, depending upon the grade level.
- ❑ Painting materials may include, but are not limited to, watercolors, tempera and acrylic paints, depending upon the grade level.
- ❑ Three Dimensional Design materials may include, but not be limited to, paper, wood, wire and clay depending upon the grade level.
- ❑ Printmaking, photography and computer arts materials in these areas may include, but are not limited to brayers, inks, pinhole cameras, digital cameras, and Kid Pix, Tux paint, and Adobe Photoshop software.
- ❑ Fiber Arts includes knotting, weaving and sewing techniques.

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Standard 2
Elements and
Principles of
Design

Students will demonstrate knowledge of the elements and principles of design.

Big Ideas

- ❑ Element of design: Artists make purposeful choices to use the elements and principles of design to organize the meaning, message and function in their art.
- ❑ Principles of design: Artists make purposeful choices to use the elements and principles of design to organize the meaning, message and function in art.

Key Outcomes

- ❑ Elements of design: Students will demonstrate an understanding of **lines and textures** by exploring mark making to create textures in their artwork.
- ❑ Principles of design: Students will demonstrate an understanding of the **organization of repeated pattern** by planning a predictable arrangement of color and shape and creating a visually representation of the pattern 3 times or more.

Instructional Notes:

- ❑ Element of design are color, line, shape, texture, space, form and value.
- ❑ Principles of design are part of composition or how to organization and design a space. They are balance, rhythm, repetition, variety, emphasis, unity, harmony, scale and proportion.

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Standard 3
Observation,
Abstraction,
Invention, and
Expression

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Big Ideas

- ❑ Observation is a key building block in producing any type of artwork.
- ❑ Abstraction in art is an interpretation of reality.

Key Outcomes

- ❑ Students will demonstrate an understanding of **observation** by drawing what they actually see, not what they think they see, in a still life and explaining the marks used to create specific details of the objects.

Instructional Notes:

- ❑ Observational drawings may be created from their own artwork, still life set-ups, photographs, or outside (nature).

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Standard 4
Drafting,
Revising, and
Exhibiting

Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Big Ideas

- George C. Lichtenberg “I cannot say whether things will get better if we change; what I can say is they must change if they are to get better.”
- The artistic process develops quality and knowledge.

Key Outcomes

- Students will demonstrate an understanding of the **artistic process through revising art** by improving it using a set of found objects to create 2 distinct pieces of 3-D work, (revised through observation and assessment during discussion, then creating the 2nd piece with revisions) and explaining how their first and second versions are different from each other.

Instructional Notes:

- An “art line” where work is hung gives students an opportunity to observe and assess by giving a “positive” comment of something they see regarding color, line, shape, or other art concepts of the lesson.

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Standard 5
Critical Response

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Big Ideas

- A common artistic vocabulary allows meaningful discussions.
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Key Outcomes

- Students will demonstrate knowledge of **art terms such as color, line, texture and shape** by correctly describing them in works of art.

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Standard 6
Purposes and
Meanings in the
Arts

Students will describe the purposes for which works of visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Big Ideas

- Form follows function.
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Key Outcomes

- Students will demonstrate an understanding of **purposeful architecture** by creating a representation of a building and explaining the specific characteristics of the design that protect and house the inhabitants.

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Standard 7
Roles of Artists in
Communities

Students will describe the roles of artists, patrons, cultural organizations, and arts institution in societies of the past and present.

Big Ideas

- Artists have always been an integral and necessary part of society, contributing in practical and purposeful ways as well as aesthetic and emotional ways.

Key Outcomes

- Students will demonstrate an understanding that **artists contribute to our daily lives** by creating a piece of art in the style of a children's book illustrator, such as Eric Carle or Lois Ehlert, and explaining how it was made.

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Standard 8
Concepts of Style,
Stylistic Influence,
and Stylistic
Change

Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Big Ideas

- Different historical periods, geographical locations and technologies of the day influence the style of art of the time.

Key Outcomes

- Students will demonstrate an understanding of **how the technologies of creating of portraiture have evolved over time** by explaining the purpose of and materials used for portraits in the past and now.

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Standard 9
Inventions,
Technologies and
the Arts

Students will describe and analyze how visual artists use and have used materials, inventions, and technologies in their works.

Big Ideas

- ❑ Imagination plus innovation equals creation.
- ❑ Genius is “1% inspiration and 99% perspiration!” (Thomas Alva Edison).

Key Outcomes

- ❑ Students will demonstrate an understanding of **the differences between a photograph, a drawing and a painting** by correctly identifying these different methods and describing the materials used to create them.

Instructional Notes:

- ❑ Technologies of past and present may include scissors, paper punches, compasses, overhead projectors, magnifying glasses, computers, printers, kilns, looms, digital cameras.

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Standard 10
Interdisciplinary
Connections

Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Big Ideas

- ❑ Art is an integral part of all subjects.
- ❑ Art was the first common language.

Key Outcomes

- ❑ Students will demonstrate an understanding of **the mathematical aspects arcs and angles in art** by creating a symmetrical circular design.

Instructional Notes:

- ❑ Cultural languages may include Japanese and Chinese calligraphy, Egyptian Hieroglyphics and/or Native American pictographs.