

Elementary Art Visual Literacy Goals - Kindergarten

Continent of the Year: Australia; Artists of the Year: Aboriginal Artists; Artwork of the Year: Tapa Bark Cloth

Strand	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundations: observation and perception	-line -color -shape	-repetition -pattern	-texture -balance	-form
Creative expression/ media	drawing	painting	printmaking	-constructing -sculpting
Historical and cultural relevance	Identify simple subjects expressed in artworks	Share ideas about personal experiences	Relate visual art concepts to other disciplines	Identify the use of art in everyday life
Critical Evaluation and Response	Classroom behavioral and artistic expectations	Express ideas about personal artworks or portfolios	Express ideas found in art collections	Compile collections of personal artworks for the purpose of self-assessment or exhibitions

Kindergarten TEKS:

1. **Foundations: Visual literacy. The student understands and applies the principles and elements of art and expressive qualities. The student is expected to:**
 - A. Gather information from the environment using sense
 - B. Identify the elements of art (line, shape, color, texture, and form) and principles of design (repetition, pattern, and balance) in the environment

2. **Creative expression: The student communicates ideas through original artwork and a variety of media. The student is expected to:**
 - A. Create artwork using a variety of lines, shapes, colors, textures, and forms
 - B. Using a variety of materials to develop manipulative skills including drawing, painting, printmaking, construction, and sculpting

3. **Historical and cultural relevance. The student examines artwork in relation to history and cultures. The student is expected to:**
 - A. Identify simple subjects expressed in artworks
 - B. Share ideas about personal experiences
 - C. Identify the use of art in everyday life
 - D. Relate visual art concepts to other disciplines

4. **Critical evaluation and response. The student responds to and analyzes artworks of self and others. The student is expected to:**
 - A. Express ideas about personal artworks or portfolios
 - B. Express ideas found in art collections
 - C. Compile collections of personal artworks for the purpose of self assessment or exhibitions

Kindergarten Essential Questions:

Students will keep considering

- What is art?
- How do we see art in the world around us?
- What are the different ways that we can make art?
- How can we express our personal experiences?

Elementary Art Visual Literacy Goals - First Grade

Continent of the Year: **Europe**; Artist of the Year: **Pablo Picasso**; Artwork of the Year: **Claude Monet's *Waterlilies* series**

Strand	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundations: observation and perception	-line -color -shape	-repetition -pattern	-texture -balance -emphasis	-form
Creative expression/ media	drawing	painting	printmaking	-constructing -sculpting
Historical and cultural relevance	Identify simple subjects expressed in artworks through different media.	Discuss the use of art in everyday life.	Relate visual art concepts to other disciplines	Demonstrate an understanding that art is created globally by all people throughout time
Critical Evaluation and Response	Classroom behavioral and artistic expectations	Express ideas about personal artworks	Identify ideas found in collections	Compile collections of personal artworks for the purpose of self-assessment or exhibitions

First Grade TEKS:

1. **Foundations: Visual literacy. The student understands and applies the principles and elements of art and expressive qualities. The student is expected to:**
 - A. Identify similarities, differences, and variations among subjects in the environment using the senses
 - B. Identify the elements of art (line, shape, color, texture, and form) and principles of design (emphasis, repetition, pattern, and balance) in the environment

2. **Creative expression: The student communicates ideas through original artwork and a variety of media. The student is expected to:**
 - A. Invent images that combine a variety of lines, shapes, colors, textures, and forms
 - B. Place components in orderly arrangements to create designs
 - C. Using a variety of materials to develop manipulative skills including drawing, painting, printmaking, construction, and sculpting

3. **Historical and cultural relevance. The student examines artwork in relation to history and cultures. The student is expected to:**
 - A. Identify simple subjects expressed in artworks through different media
 - B. Demonstrate an understanding that art is created globally by all people throughout time
 - C. Discuss the use of art in everyday life
 - D. Relate visual art concepts to other disciplines

4. **Critical evaluation and response. The student responds to and analyzes artworks of self and others. The student is expected to:**
 - A. Explain ideas about personal artworks
 - B. Identify ideas found in art collections
 - C. Compile collections of personal artworks for the purpose of self assessment or exhibitions

First Grade Essential Questions:

Students will keep considering

- Who makes art?
- How do we see art in the world around us?
- How can we create a design?
- How can we express our ideas using art?

Elementary Art Visual Literacy Goals - Second Grade

Continent of the Year: **Africa**; Artists of the Year: **Baule Peoples**; Artwork of the Year: **N'kisi N'kondi - Kongo Figure**

Strand	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundations: observation and perception	-line -color -shape	-repetition -pattern -movement -rhythm	-texture -balance -emphasis	-form -space
Creative expression/ media	drawing	painting	printmaking	-constructing -sculpting
Historical and cultural relevance	Analyze how art affects everyday life and is connected to jobs in art and design	Interpret stories, content, and meanings in a variety of artworks	Examine historical and contemporary artworks created by men and women, making connections to various cultures	Relate visual art concepts to other disciplines
Critical Evaluation and Response	Classroom behavioral and artistic expectations	Compare and contrast ideas found in collections and exhibitions	Support reasons for preferences in personal artworks	Compile a collection of artwork for self-assessment and exhibitions

Second Grade TEKS:

- 1. Foundations: Visual literacy. The student understands and applies the principles and elements of art and expressive qualities. The student is expected to:**
 - A. Compare and contrast variations in objects and subjects from the environment using the senses
 - B. Identify the elements of art, including line, shape, color, texture, form and space, and the principles of design - emphasis, repetition/pattern, movement/rhythm, and balance
- 2. Creative expression: The student communicates ideas through original artwork and a variety of media. The student is expected to:**
 - A. Express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space.
 - B. Create compositions using the elements of art and principles of design
 - C. Identify and practice necessary skills for producing drawings, paintings, prints, constructions, and sculptures
- 3. Historical and cultural relevance. The student examines artwork in relation to history and cultures. The student is expected to:**
 - A. Interpret stories, content, and meanings in a variety of artworks
 - B. Examine historical and contemporary artworks created by men and women, making connections to various cultures
 - C. Analyze how art affects everyday life and is connected to jobs in art and design
 - D. Relate visual art concepts to other disciplines
- 4. Critical evaluation and response. The student responds to and analyzes artworks of self and others. The student is expected to:**
 - A. Support reasons for preferences in personal artworks
 - B. Compare and contrast ideas found in collections and exhibitions
 - C. Compile a collection of artwork for self-assessments or exhibitions

Second Grade Essential Questions:

Students will keep considering

- **How can we tell stories using art?**
- **How does art change over time?**
- **How can we create a composition using the principles and elements of art?**
- **What kinds of careers are in the visual arts?**

Elementary Art Visual Literacy Goals - Third Grade

Continent of the Year: **Asia**; Artist of the Year: **Yayoi Kusama**; Artwork of the Year: **Katsushika Hokusai's Great Wave**

Strand	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundations: observation and perception	-line -color -shape -value	-repetition -pattern -movement -rhythm -unity	-contrast -texture -balance -emphasis	-form -space -proportion
Creative expression/ media	drawing	painting	-printmaking -other media such as ceramics, fiber art, construction, mixed media, installation art, digital art and media, and photographic imagery	-sculpture -modeled forms -other media such as ceramics, fiber art, construction, mixed media, installation art, digital art and media, and photographic imagery
Historical and cultural relevance	Identify simple main ideas expressed in artworks from various times and places	Compare and contrast artworks created by historical and contemporary artists making connections to various cultures	Investigate the connections of visual arts concepts to other discipline	Connect art to career opportunities (architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers)
Critical Evaluation and Response	Classroom behavioral and artistic expectations	Use methods such as oral response or artist statements to identify main ideas found in art collections	Evaluate the elements of art, principles of design or expressive qualities in artworks of self and others	Compile collections of personal artwork for self-assessment or exhibition

Third Grade TEKS:

- 1. Foundations: Visual literacy. The student understands and applies the principles and elements of art and expressive qualities. The student is expected to:**
 - A. Explore ideas from life experiences as sources for original works of art
 - B. Use appropriate vocabulary when discussing elements of art - line, shape, color, texture, form, space and value, and principles of design - emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity
 - C. Discuss elements of art as building blocks and principles of design as organizers of works of art

- 2. Creative expression - communicates ideas in original artwork through a variety of media. The student is expected to:**
 - A. Integrate ideas drawn from life experiences to create original works of art
 - B. Create compositions using the elements of art and principles of design
 - C. Produce drawings, paintings, prints, sculpture, modeled forms, and other media such as ceramics, fiber art, construction, mixed media, installation art, digital art and media, and photographic imagery

- 3. Historical and cultural relevance. The student examines artwork in relation to history and cultures. The student is expected to:**
 - A. Identify simple main ideas expressed in artworks from various times and places
 - B. Compare and contrast artworks created by historical and contemporary artists making connections to various cultures
 - C. Connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers
 - D. Investigate the connections of visual arts concepts to other disciplines

- 4. Critical evaluation and response. The student responds to and analyzes artworks of self and others. The student is expected to:**
 - A. Evaluate the elements of art, principles of design or expressive qualities in artworks of self and others
 - B. Use methods such as oral response or artist statements to identify main ideas found in art collections
 - C. Compile collections of personal artwork for self-assessment or exhibition

Third Grade Essential Questions:

Students will keep considering

- How can we talk about art?
- How can we use principles and elements of art to organize our artwork?

How can we explore different art media to express our ideas?

- What type of art is created through different career opportunities?
- How does art change throughout time and place

Elementary Art Visual Literacy Goals - Fourth Grade

Continent of the Year: **South America** ; Artist of the Year: **Romero Britto**; Artwork of the Year: **Machu Picchu**

Strand	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundations: observation and perception	-line -color -shape -value -form	-space -proportion -balance	-repetition -pattern -movement -rhythm -unity -variety	-texture -emphasis -contrast
Creative expression/ media	drawing	painting	-printmaking -fiber art -other media such as ceramics, construction, mixed media, installation art, digital art and media, and photographic imagery	-sculpture -modeled forms -other media such as ceramics, construction, mixed media, installation art, digital art and media, and photographic imagery
Historical and cultural relevance	Compare content in artworks for various purposes i.e reflecting life, expressing emotions, telling stories or documenting history and traditions	Compare and contrast artworks created by historical and contemporary artists making connections to various cultures	Investigate the connections of visual arts concepts to other disciplines	Connect art to career opportunities (architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers

Critical Evaluation and Response	Classroom behavioral and artistic expectations	Evaluate the elements of art, principles of design or expressive qualities in artworks of self and others	Use methods such as oral response or artist statements to identify main ideas found in art collections	Compile collections of personal artwork for self-assessment or exhibition
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Fourth Grade TEKS:

1. **Foundations: Visual literacy. The student understands and applies the principles and elements of art and expressive qualities. The student is expected to:**
 - A. Explore ideas from life experiences as sources for original works of art
 - B. Use appropriate vocabulary when discussing elements of art - line, shape, color, texture, form, space and value, and principles of design - emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity
 - C. Discuss elements of art as building blocks and principles of design as organizers of works of art

2. **Creative expression - communicates ideas in original artwork through a variety of media. The student is expected to:**
 - A. Integrate ideas drawn from life experiences to create original works of art
 - B. Create compositions using the elements of art and principles of design
 - C. Produce drawings, paintings, prints, sculpture, modeled forms, and other media such as ceramics, fiber art, construction, mixed media, installation art, digital art and media, and photographic imagery

3. **Historical and cultural relevance. The student examines artwork in relation to history and cultures. The student is expected to:**
 - A. Compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions.
 - B. Compare and contrast artworks created by historical and contemporary artists making connections to various cultures
 - C. Connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers
 - D. Investigate the connections of visual arts concepts to other disciplines

4. **Critical evaluation and response. The student responds to and analyzes artworks of self and others. The student is expected to:**
 - A. Evaluate the elements of art, principles of design or expressive qualities in artworks of self and others
 - B. Use methods such as oral response or artist statements to identify main ideas found in art collections
 - C. Compile collections of personal artwork for self-assessment or exhibition

Fourth Grade Essential Questions:

Students will keep considering

- How can we use principles and elements of art to organize our artwork?
- How can we explore different art media to express our ideas?
- How can we use our life experiences to create a work of art?
- How can we analyze artistic intent?

Elementary Art Visual Literacy Goals - Fifth Grade

Continent of the Year: **North America** ; Artist of the Year: **Frida Kahlo**; Artwork of the Year: **Roy Lichtenstein's "Whaam!"**

Strand	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Foundations: observation and perception	-line -shape -color -value -form	-space -proportion -balance	-repetition -pattern -movement -rhythm -unity -variety	-texture -emphasis -contrast
Creative expression/ media	drawing	painting	-printmaking -fiber arts -other media such as ceramics, construction, mixed media, installation art, digital art and media, and photographic imagery	-sculpture -modeled forms -other media such as ceramics, construction, mixed media, installation art, digital art and media, and photographic imagery
Historical and cultural relevance	Compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions	Compare and contrast artworks created by historical and contemporary artists making connections to various cultures	Investigate connections of visual arts concepts to other disciplines	Connect art to career opportunities (architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers)

Critical Evaluation and Response	Classroom behavioral and artistic expectations	Evaluate the elements of art, principles of design or expressive qualities in artworks of self and others	Use methods such as written or oral response or artist statements to identify main ideas found in art collections	Compile collections of personal artwork for self-assessment or exhibition
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Fifth Grade TEKS:

1. **Foundations: Visual literacy. The student understands and applies the principles and elements of art and expressive qualities. The student is expected to:**
 - A. Develop and communicate ideas from life experiences as sources for original works of art
 - B. Use appropriate vocabulary when discussing elements of art - line, shape, color, texture, form, space and value, and principles of design - emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity
 - C. Discuss elements of art as building blocks and principles of design as organizers of works of art
2. **Creative expression - communicates ideas in original artwork through a variety of media. The student is expected to:**
 - A. Integrate ideas drawn from life experiences to create original works of art
 - B. Create compositions using the elements of art and principles of design
 - C. Produce drawings, paintings, prints, sculpture, modeled forms, and other media such as ceramics, fiber art, construction, mixed media, installation art, digital art and media, and photographic imagery
3. **Historical and cultural relevance. The student examines artwork in relation to history and cultures. The student is expected to:**
 - A. Compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions.
 - B. Compare and contrast artworks created by historical and contemporary artists making connections to various cultures
 - C. Connect art to career opportunities such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers
 - D. Investigate the connections of visual arts concepts to other disciplines
4. **Critical evaluation and response. The student responds to and analyzes artworks of self and others. The student is expected to:**
 - A. Evaluate the elements of art, principles of design, general intent, media, or expressive qualities in artworks of self and others
 - B. Use methods such as written or oral response or artist statements to identify main ideas found in art collections
 - C. Compile collections of personal artwork for self-assessment or exhibition

Fifth Grade Essential Questions:

Students will keep considering

- **How can we express our emotions and life experiences using art?**
- **How can we analyze works of art using principles and elements and expressive qualities?**
- **How can we compare and contrast the different intentions for creating art?**
- **How can we talk and write about art using appropriate art-related vocabulary?**