



Public Schools of Brookline

References > Standards and Benchmarks 2014-2015



Brookline: Visual Arts

Tuesday, July 1, 2014, 11:15AM

Subject:	Grade:	Strand:
Brookline: Visual Arts	(Select One)	(Select One)

Key:
Subject
Strand
Grade
Standard
Benchmark

Brookline: Visual Arts

Key Understanding / Thinking Goals

Kindergarten

to understand why artists create

- Can identify images as parts of a story in art work
- Recognizes that there are many ways for artists to tell stories with art materials
- Recognizes that artists are part of their world in books, in design and in displays.

To understand how artists create art

- Explores tools and materials to understand how they work and what they can do to express ideas.
- Respond to happens when trying to express ideas and starts to think of ways to continue to create clear images

To understand what we learn from artists

- Begins to recognize commonalities of cultures and features that make them unique through artwork.
- Begins to recognize in imagery, clues to cultures, feelings and ideas.

To understand how artists develop the ability to tell stories through art

- Understands that everyone has stories to tell
- Starts to recognize the many tools and materials that can be used to tell stories in art
- Begins to understand that artists choose the tools and materials for their special properties to help tell the story

Grades 5-6

To understand why artists create art

- Creates art that has a personal point of view and communicates ideas and feelings
- Creates art that records history, documents the present, expresses emotion and opinions
- Able to recognize and understand visual imagery as a language that communicates across cultures
- uses art work to communicate feelings/understandings/knowledge/concerns with visual language
- considers that artwork represents the artist when making work: communicates what they know, who they are, and what they imagine

To understand how artists create art

- demonstrates competence with mixing tools and materials within a composition
- Able to include the unexpected in their work ; able to persevere through setbacks.
- Uses tools and materials with intention to express ideas and feelings clearly

To understand what we learn from artists

- Able to create artwork that reflects how the artist sees the world.
- Able to create art that is personal while collaborating with peers
- Able to demonstrate multiple viewpoints in art work

To understand how artists develop the ability to tell stories through art

- Demonstrates an understanding of the elements and principles of design in compositions that are necessary to clearly communicating ideas
- Understands that art work represents the artist, what they know, who they are and what they imagine
- Demonstrates developing craftsmanship through repeated experiences that express ideas, feelings, forms and compositions as intended
- Demonstrates a growing understanding that artists use symbols in their work as a tool for storytelling

To understand what inspires artists

- Responds to challenges by exploring and experimenting with tools and materials to communicate feelings/understandings/knowledge/concerns with visual language
- Creates work that includes prior knowledge gained from previous experiences; chooses favorite tools and materials to create specific effects
- uses imagination, follows hunches and takes risks when confronted with the unfamiliar

Grades 7-8

To understand why artists create art

- Able to create and distinguish art work that records history, documents the present, expresses emotion and opinions
- Creates art that has a personal point of view and communicates ideas and feelings
- Works with intention and conscious decision making to create art that provokes and/or inspire people to respond
- Able to recognize and understand visual imagery as a language that communicates across cultures
- Understands that artists communicate feelings/understandings/knowledge/concerns with visual language and that viewers will respond to the visual evidence provided

To understand how artists create art

- Able to include the unexpected in their work ; able to persevere through setbacks.
- Uses tools and materials with intention to express ideas and feelings
- Able to create imagery and forms from memory, imagination, and/or observation

to understand what we learn from artists

- able to analyze artwork for it's message to the viewer by identifying the visual evidence to determine if the work is political, personal, conceptual, or provocative
- Able to analyze artwork to determine the history, values, concerns, experiences of a culture
- recognizes that artist influence communities and communities influence artists.

to understand how artists develop their ability to communicate stories through art

- takes risks, follows hunches and responds to the results throughout the process
- able to create images and forms from personal identity, experiences, humor , passion, belief, and concern
- develops a preference for tools and materials to maximize their potential to communicate ideas clearly
- Mixes materials effectively, mark making, imagescolor and texture in powerful ways
- Able to create a series of work with a common theme

to understand what inspires arts

- Artists work with what they know, who they are and what they imagine
- Responds to challenges by exploring and experimenting with tools and materials to communicate feelings/understandings/knowledge/concerns with visual language
- Creates work that includes prior knowledge gained from previous experiences; chooses favorite tools and materials to create specific effects
- Uses imagination, follows hunches and takes risks when confronted with the unfamiliar

Grades 1-2

To understand why artists create art

- Able to recognize what visual evidence the artist has used to tell a story
- Explores the possibilities and limitations of tools and materials
- Manipulates tools and materials to create images that explain their world to others
- Communicates their understanding of the world through art making

To understand how artists create art

- Looks closely at what is happening with the tools and materials
- Experiences tools and materials in a physical way to engage all the senses in art making
- Able to adjust to the unexpected during the process

To understand what we learn from artists

- Able to find the clues within imagery that explain who people are and what they like to do
- Recognizes that artists are able to communicate ideas with clarity through repeated practice
- Developing an appreciation of art that inspires art making
- Able to see commonalities among cultures and the uniqueness of cultures
- Experiences the traditions of other cultures through art making

To understand how artists develop the ability to tell stories through art

- Able to see that tools have special jobs and artists need to use the right tool to communicate personal ideas
- Able to identify the special properties of materials and how artists use them to add personal voice and expression
- Understands that artists combine art materials when creating images that express meaning in their world
- Thinks about the visual evidence artists choose to include, choose to suggest, choose to leave to the imagination

Grades 3-4

To understand why artists create art

- Able to recognize and describe the visual evidence the artist has used to tells stories, records history, documents the present
- Explores the possibilities and limitations of tools and materials
- Manipulates tools and materials to create images that explain their world to others
- Communicates their understanding of the world through art making
- Develops visual language to communicate across cultures

To understand how artists create art

- Chooses tools and materials with intention to express ideas clearly
- Experiences tools and materials in a physical way to engage all the senses in art making
- Responds to the unexpected by observing the results, judging the implications and redirecting the original plan

- responds to the unexpected by observing the results, judging the implications and redefining the original plan

To understand what we learn from artists

- Able to find the clues within imagery that explain who people are and what they like to do
- Recognizes that artists reflect the values of a culture
- Recognizes that artists present their point of view and interpretation of the world through art.
- Able to see commonalities among cultures and the uniqueness of cultures
- Experiences the traditions of other cultures through art making
- Recognizes that artists and the communities in which they live influence each other and their view of the world

To understand how artists develop the ability to tell stories through art

- Starting to identify and use favorite tools and materials to communicate personal ideas
- Identifies the special properties of materials and uses them to add personal voice and expression
- Understands that artists combine art materials when creating images that express meaning in their world
- Purposefully chooses the visual evidence artists choose to include, choose to suggest, choose to leave to the imagination
- Takes risks and tries new things on hunches, intuition, responds to the results, continues to refine original idea

To understand what inspires artists

Making Goals

Kindergarten

Painting

- Recognizes primary colors and secondary colors
- Begins to gain control of paints and brush strokes to apply paint with clear distinctions between colors, shapes, forms.
- Able to create clear colors when mixing and applying paint more regularly

Drawing

- Able to create an image from observation, memory, imagination by drawing
- Able to use drawing tools to create clear lines, shapes, forms
- Begins to consider the whole surface as part of the drawing

Printing

- Able to spread ink on the inking plates with rollers
- Able to apply ink to stamp/stencil in appropriate amounts to create an images
- Able to make many images from one source (stencil/stamp)
- Able to overlap stamps/stencils

3D Construction

- Able to pinch, roll and press clay into shapes
- Able to fold/ bend roll paper so it is not flat.
- Able to connect multiple objects that are not flat
- Able to bend flexible, light weight wire into shapes

Collage

- Able to tear, fold and bend paper to add to a collage
- Able to manipulate scissors and cut the desired shapes/forms
- Able to glue multiple pieces together in one image
- able of use different materials together in one image

Grades 5-6

COLLAGE

- Creates complex and free form shapes easily
- Uses cutting tools and adhesives skillfully with multiple materials
- Controls placement of elements for specific effects
- uses prior knowledge and experiences to develop more complex imagery.
- Purposely sequences the process of collage to compose a clear image
- uses the elements and principals of design to compose a collage that communicates an idea, an emotion or a message.

DRAWING

- Able to create drawings from observation, memory, imagination and invention
- Creates markis with intention for desired goal
- Able to create images with drawing tools that have clear forms, shapes and lines
- Recognizes multiple drawing techniques in art work, personal and of other artists

PAINTING

- Demonstrates competence with tools and materials
- Able to create colors that have the desired outcome
- Uses brush strokes and color for visual interest and expression of emotions
- Demonstrates understanding of the relationship of colors on painted surface

PRINTING

- Creates plates surface stencils from memory, imagination, and observation

- Creates plates, surfaces, stencils from memory, imagination, and observation.
- Creates layers within prints
- Able to combine printmaking techniques on one composition
- Demonstrates control and understanding of the inking process used in printmaking

3D CONSTRUCTION

- Demonstrates understanding of structural integrity when planning forms
- Demonstrates competence with tools for construction
- Demonstrates understanding of technical problems of constructing 3D forms not encountered in 2D work

Grades 7-8

Collage

- Creates complex and free form shapes easily
- Uses cutting tools and adhesives skillfully with multiple materials
- Controls placement of elements for specific effects
- Purposely sequences the process of collage to compose a clear image
- Uses prior knowledge and experiences, iuses the elements of principal and design when composing a collage that has personal meaning

Painting

- demonstrates competence with tools and materials
- able to create colors that are the desired outcome
- uses brush strokes for visual interest and expression of emotions
- demonstrates understanding of the relationship of colors on painted surface

Drawing

- creates drawings from observation, memory, imagination and invention with clarity
- creates markmaking that is expressive, visually interesting and enhances the artist's intentions for the image
- creates drawings that have a personal message and are able to evoke a response from the viewer

Printng

- creates plates, surfaces, stencils from memory, imagination, and observation.
- competently uses printmaking tools and techniques to express ideas, feelings, knowledge.
- competently creates layers within prints, able to complete a series of prints

3D Construction

- creates forms that have structural integrity
- chooses appropriate modeling techniques to express ideas
- demonstrates understanding of the elements and principles of design

Grades 1-2

PAINTING

- Able to create shapes, forms and lines with paint that are clear to the viewer
- Able to control amounts of paint and water on brushes to create clear images
- Able to create layers of paint with watercolors
- Demonstrates the understanding of what colors can be made from primary colors
- Starts to identify emotions connected with colors

DRAWING

- Able to create drawings from observation, memory, imagination and invention
- Starts to identify the meaning of markings
- Able to create images with drawing tools that have clear forms, shapes and lines
- Able to identify and draw patterns
- Able to create stories clearly through drawing

COLLAGE

- Able to create clear images through overlapping, layering, connecting and weaving techniques
- Able to manipulate paper by folding, creasing, splitting, curling and bending
- Able to cut basic and complex shapes accurately
- Able to demonstrate basic control of the tools used to create collages
- Demonstrates a primary ability to apply glue

PRINTING

- Able to control the tools of printmaking to create clear images
- Recognizes that printing techniques are able to make many images from one source
- Able to combine strokes made with the rollers, stamps/stencils to create clear images
- Shows a beginning understanding of the possible textures, shapes, forms and layers an artist can create through stamping and stenciling
- Begins to understand that overlapping layers on prints adds interesting effects in the images

3D CONSTRUCTION

- Demonstrates an understanding that constructing forms, with multiple sides, creates new problems to solve
- Able to construct forms in paper, i.e. columns, cylinders, and triangles
- Demonstrates a beginning understanding of anchoring and supporting structures, i.e. by creating tabs, slots, and flaps
- Able to make forms in clay by pinching, coiling, and pressing

- Able to attach materials securely

Grades 3-4

PAINTING

- Clearly communicates ideas in visual language using paint
- Use paint competently with/ without drawings
- Demonstrate ability to control tempera paint to create intended results
- Use layering of colors in watercolor work
- Select appropriate brushes for effect and purpose
- Able to identify and use the properties of colors effectively to clear communicate message.

DRAWING

- Able to create drawings from observation, memory, imagination and invention
- Starts to identify the meaning of markings
- Able to create images with drawing tools that have clear forms, shapes and lines
- Able to identify and draw patterns
- Able to create stories clearly through drawing

COLLAGE

- Able to create clear images through overlapping, layering, connecting and weaving techniques..
- Able to manipulate paper by folding, creasing, splitting, curling and bending
- Able to cut basic and complex shapes accurately to have clear images in the collage
- Able to demonstrate basic control of the tools used to create collages
- creates images that contain more pieces, materials, and processes.

PRINTMAKING

- Able to control the tools of printmaking to create clear images
- Recognizes that printing techniques are able to make many images from one source
- Able to combine strokes made with the rollers, stamps/stencils to create clear images
- Shows a beginning understanding of the possible textures, shapes, forms and layers an artist can create through stamping and stenciling
- Begins to understand that overlapping layers on prints adds interesting effects in the images

3D CONSTRUCTION

- Demonstrates an understanding that constructing forms, with multiple sides, creates new problems to solve
- uses the understanding of anchoring and supporting structures, i.e. by creating tabs, slots, and flaps to attach materials securely
- constructs forms in paper, cardboard, clay and found materials competently
- creates forms in clay by pinching, coiling, and pressing for textural, structural, aesthetic results
- Demonstrates knowledge of the elements of structural integrity, balance, scale, form

Process/Responding Goals

Kindergarten

observation

- Able to identify differences and similarities
- Able to recognize shapes and lines within forms
- Able to imagine unseen parts of the story by looking carefully at the work of the artist

organization

- Able to organize materials needed to begin work
- Imagines more than one solution
- Prepares the work area with the needed tools and materials.
- Shows respect for tools, materials and workspace

implementation

- Engages in the experience and creates an image
- Plans and carries out solutions to an activity
- Follows appropriate safety habits

Reflection

- Able to engage in teacher lead discussions on the work
- Able to engage in retracing the steps with teacher
- Able to articulate what made it hard/easy
- Able to reflect on the clarity of the story s through discussions with others

Grades 5-6

Observation

- Analyzes the impact of different materials, layers and processes of multiple pieces within one image.
- Examines artwork for the intricate details that support the artist's intention
- Hypothesizes multiple possibilities
- Visualizes the unseen
- Observes the impact of craftsmanship on the finished piece.

Organization

Organization

- Concieves and plans an image/form
- Identifies necessary tools and materials fo communicate clearly
- Creates appropriate work space and conditions

Implementation

- Works with intention to reach desired outcome
- Able to move through the unexpected
- Observes the process and evaluates decisions based on the visual evidence

Reflection

- Accepts feedback as intended
- Judge's one's own work honestly
- Connects present experience to prior work
- imagines how present work will inform future work.

Grades 7-8**Observation**

- Analyzes differences, reconizes commonalities
- Discovers intricate details
thsupport the artist's intentiont
- Hypothesizes multiple possibilities
- Observes the impact of craftsmanship
- Visualizes the unseen

Organization

- concieves and plans an image/form
- identifies necessary tools and materials fo communicate clearly
- creates appropriate work space and conditions

Implementation

- works with intention to reach desired outcome
- able to move through the unexpected
- observes the process and evaluates decisions based on the visual evidence

Reflection

- gives and accepts appropriate feedback
- able to evaluate one's own work based on specifie criteria
- connects present experience to prior work
- imagines how present work will inform future work.

Grades 1-2**OBSERVATION**

- Able to understand the difference between what one can actually see and what one knows from memory
- Notices shapes, lines, patterns as individual components of the total composition
- Notices how tools and materials work and how to control them to create clear images
- Attends to teacher presentations to inform personal project planning

ORGANIZATION

- Able to imagine many solutions
- Demonstrates patience and focus when exploring the possible solutions
- Able to organize materials needed to create an image
- Demonstrates care in cleaning and returning tools and materials

IMPLEMENTATION

- Works with purpose and is able to create images that reflect individual ideas
- Needs less prompting to work independently
- Demonstrates basic control of the tools and materials to work effectively and responsibly
- Participates in clean up routines and pays attention to safety habits
- Notices and considers the work of others
- Observes what happens with each decision and responds

REFLECTION

- With prompts able to retrace steps

- With prompts, able to explain/remember the impact of choices during the creative process
- With prompts, able to articulate if artwork tells the intended story
- With prompts, able to ask questions about the process and explain new learning
- With prompts, able to articulate other points of views

Grades 3-4

OBSERVATION

- Able to understand the difference between what one can actually see and what one knows from memory
- Notices shapes, lines, patterns as individual components of the total composition
- Notices how tools and materials work and how to control them to create clear images
- Attends to teacher presentations to inform personal project planning

ORGANIZATION

- Able to imagine many solutions
- Demonstrates patience and focus when exploring the possible solutions
- Able to organize materials needed to create an image
- Demonstrates care in cleaning and returning tools and materials

IMPLEMENTATION

- Works with purpose and is able to create images that reflect individual ideas
- Needs less prompting to work independently
- Demonstrates basic control of the tools and materials to work effectively and responsibly
- Participates in clean up routines and pays attention to safety habits
- Notices and considers the work of others
- Observes what happens with each decision and responds

REFLECTION

- Able to retrace step and recognize impact of decisions made during the process
- Able to judge work to determine if the image provides the viewer with enough visual evidence of the artist's intention
- Able to ask appropriate questions of peers about the process
- Able to articulate any influence of other points of views that informed personal decisions