

San Diego City Schools – Visual and Performing Arts Department  
 California State Content Standards – Visual Art  
 Core Learnings – Visual Art – Grades K - 2

<b>1.0 Artistic Perception</b> <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</b> <i>Students perceive and respond to works of art, objects in nature, events and the environment. They also use the vocabulary of the visual arts to express their observations.</i>			
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>1.1</b>	<b>Recognize and describe simple patterns found in the environment and works of art.</b> <ul style="list-style-type: none"> <li>Identify repeated lines and shapes in works of art and describe the pattern they make.</li> <li>Describe the direction of patterns (circular, up and down, zigzag, etc.) in works of art, including their own.</li> <li>Predict what line or shape comes next in a pattern.</li> </ul>	<b>Describe and replicate repeated patterns in nature, in the environment, and in works of art.</b> <ul style="list-style-type: none"> <li>Using art vocabulary words (curved or straight lines, geometric or free form/shapes, primary, secondary and neutral colors, textures) describe patterns in nature (giraffe, tiger, zebra, seashells, pine cones, leaves, etc.) in the environment (blinds, floor covering, ceiling tiles, clothing, etc.) and in works of art (Cassat, Kahlo, Durer, Native American beading or weaving, etc.).</li> <li>Understand how pattern helps make meaning (the pattern of a soccer ball, baseball stitch, ripples of water, braids, etc.).</li> </ul>	<b>Perceive and describe repetition and balance in nature, in the environment, and in works of art.</b> <ul style="list-style-type: none"> <li>Recognize balance as the way in which line, shape/form, color, and texture are arranged to create a feeling of equilibrium in a work of art.</li> <li>Discuss how the correspondence of size, shape and position on each side of the midline (symmetry), appears in nature (human and animal bodies, faces, etc.), in the environment (furniture, architecture, vehicles, etc.) and in works of art.</li> </ul>
<b>1.2</b>	<b>Name art materials (e.g., clay, paint, and crayons) introduced in lessons.</b> <ul style="list-style-type: none"> <li>Identify artworks made of crayon, pencil (lead or colored) and paint.</li> <li>Distinguish between wax and water-based clays.</li> <li>Describe how natural or man-made materials can be used to make art.</li> </ul>	<b>Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).</b> <ul style="list-style-type: none"> <li>Distinguish between tempera (opaque) and watercolor (transparent) paint and the appropriate use of each.</li> <li>Identify the media used to construct structures made of a variety of materials (clay, papier-mâché, stone, metal, etc.).</li> <li>Distinguish between construction, drawing, newsprint, and cardboard papers.</li> </ul>	<b>Perceive and discuss differences in mood created by warm and cool colors.</b> <ul style="list-style-type: none"> <li>Identify warm colors (red, orange, and yellow) and cool colors (blue, green and violet).</li> <li>Identify neutral colors (brown, black and white).</li> <li>Explore the relationships between emotion and mood, the use of color in works of art and the environment, and how changing color may affect emotion or mood.</li> </ul>
<b>1.3</b>	<b>Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</b> <ul style="list-style-type: none"> <li>Identify basic geometric shapes (circle, square, triangle, rectangle) and eight basic colors (red, orange, yellow, green, blue, violet or purple, white, black and brown).</li> <li>Identify textures (smooth, bumpy, fuzzy, sharp) in works of art.</li> <li>Distinguish between light and dark examples of a same basic color (sky blue and navy).</li> <li>Explore how objects, people and animals vary in size in the environment and in works of art.</li> </ul>	<b>Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</b> <ul style="list-style-type: none"> <li>Identify line as curved or straight.</li> <li>Distinguish between shape (two-dimensional) and form (three dimensional) and the point of view each provide.</li> <li>Know which primary colors create each secondary color and the placement of colors on the color wheel.</li> <li>Explore non-traditional uses of color in works of art.</li> <li>Distinguish between actual texture (how something feels to the touch) and implied texture (how something looks like it feels).</li> </ul>	<b>Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.</b> <ul style="list-style-type: none"> <li>Name and locate types of line, shapes and forms, colors, and textures and discuss their qualities (light, dark, solid, transparent, large, small etc.)</li> <li>Explore the concept of space inside a shape, outside a shape, the use of space within the confines of paper and the illusion of depth.</li> </ul>
<b>2.0 Creative Expression</b> <b>Creating, Performing, and Participating in the Visual Arts</b> <i>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</i>			

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	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
2.1	<p><b>Use lines, shapes/forms, and colors to make patterns.</b></p> <ul style="list-style-type: none"> <li>Recreate pre-existing patterns through drawing and the use of manipulatives (colored paper shapes, counters, plastic caps or lids, spools, etc.).</li> <li>Create patterns using straight and curved lines; circles, squares, triangles and rectangles; and the basic eight colors through drawing and the use of manipulatives.</li> </ul>	<p><b>Use texture in two-dimensional and three-dimensional works of art.</b></p> <ul style="list-style-type: none"> <li>Demonstrate the understanding of implied texture through creating patterns that represent texture (brick, siding, bark, fur, etc.)</li> <li>Demonstrate the understanding of actual texture through the use of textured materials when creating a three dimensional work of art (sandpaper, fabric, wood, plastic, etc.)</li> </ul>	<p><b>Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.</b></p> <ul style="list-style-type: none"> <li>Use crayon in at least two different ways in a work of art (shavings, melted, heavy, light, etc.) and as a tool to explore texture (crayon rubbings of textured surfaces).</li> <li>Cut, tear, and punch shapes from a variety of papers to create an original stencil.</li> <li>Explore ways artists attach different types of materials together (weaving, stapling, taping, dovetailing, slicing, folding, etc.).</li> <li>Create a print template by pressing into Styrofoam or like material, and use ink or tempera paint to make multiple prints.</li> </ul>
2.2	<p><b>Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.</b></p> <ul style="list-style-type: none"> <li>Cut paper using scissors with linear control.</li> <li>Glue items together using glue sticks and liquid glue.</li> <li>Demonstrate the ability to control tools (scissors, glue sticks or bottles) through construction of a three dimensional works of art.</li> </ul>	<p><b>Mix secondary colors from primary colors and describe the process.</b></p> <ul style="list-style-type: none"> <li>Create a color wheel using paint by creating the secondary colors, placing them in the proper positions, and discussing the proportions used to create the new color.</li> </ul>	<p><b>Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.</b></p> <ul style="list-style-type: none"> <li>Use oil pastels to create both crisp and blurred lines, and solid and transparent shapes in works of art.</li> <li>Explore the transparency of a single color by adding varying amounts of water to watercolor paint in works of art.</li> <li>Use tempera paint to create distinct shapes on a surface (edges) and demonstrate understanding of drying time (blending and overlapping).</li> </ul>
2.3	<p><b>Make a collage with cut or torn paper shapes/forms.</b></p> <ul style="list-style-type: none"> <li>Demonstrate dexterity and the ability to organize and fasten things by creating a collage using a minimum of five torn and/or cut paper shapes/forms.</li> </ul>	<p><b>Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier mache) to create form and texture in works of art.</b></p> <ul style="list-style-type: none"> <li>Create a clay sculpture that incorporates at least two actual textures.</li> <li>Assemble a paper sculpture that incorporates at least two actual textures.</li> </ul>	<p><b>Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.</b></p> <ul style="list-style-type: none"> <li>Draw, paint and cut paper to create a still life, landscape or portrait using overlapping shapes of varying sizes to indicate depth (larger shapes closer, smaller shapes farther away).</li> </ul>
2.4	<p><b>Paint pictures expressing ideas about family and neighborhood.</b></p> <ul style="list-style-type: none"> <li>Create drawings that represent the student’s family using crayon then add watercolor paint to explore the different effects of the medias (crayon or wax resist).</li> <li>Demonstrate basic understanding of symbols to represent familiar people and places using tempera paint.</li> </ul>	<p><b>Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.</b></p> <ul style="list-style-type: none"> <li>Use straight, curved, thick, thin, broken, jagged, swirling, and zigzag lines to express feelings or ideas in works of art.</li> <li>Use large, small, free form, natural and geometric shapes/forms to symbolize emotion or concepts in artwork and identify in the environment (stop signs, hearts, stars, etc.).</li> <li>Use color to communicate emotions or concepts and use in an</li> </ul>	<p><b>Create a painting or drawing, using warm or cool colors expressively.</b></p> <ul style="list-style-type: none"> <li>Choose a mood or feeling to be expressed and use warm (red, yellow and orange) or cool (blue, green and violet) colors to create a tempera or watercolor painting.</li> <li>Create two paintings with the exact same lines and shapes, one using cool colors and one using warm colors and explain the different effects they create.</li> </ul>

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		artwork (love, anger, stop & go, caution, etc.) <ul style="list-style-type: none"> <li>Use actual and implied texture in works of art to express feelings or ideas (comfort through soft or fuzzy, strength through wood or stucco, etc.).</li> </ul>	
2.5	<b>Use lines in drawings and paintings to express feelings.</b> <ul style="list-style-type: none"> <li>Explore expressive line through scribble and play using a variety of media (crayon, string, yarn, pipe cleaners).</li> <li>Use line in an original work of art to associate feelings and concepts (mad, sad, happy, frightened, lazy, busy, etc.).</li> </ul>	<b>Create a representational sculpture based on people, animals, or buildings.</b> <ul style="list-style-type: none"> <li>Create a realistic three-dimensional sculpture demonstrating appropriate placement, size proportion, color, and media choice to symbolize people (family, community members, heroes, etc.), animals (pets, zoological, from literature, etc.), or buildings (homes, castles, igloos, firehouses, etc.).</li> </ul>	<b>Use symmetry (bilateral or radial) to create visual balance.</b> <ul style="list-style-type: none"> <li>Create mirror images of simple shapes and objects.</li> <li>Create a self-portrait using same size shapes placed in corresponding locations on either side of the midline (bi-lateral symmetry).</li> <li>Create a drawing, painting or an arrangement of objects (collage), branching out or radiating from a place in the work on which attention is centered (focal point).</li> </ul>
2.6	<b>Use geometric shapes/forms (circle, triangle, square) in a work of art.</b> <ul style="list-style-type: none"> <li>Create works of art using circles, squares, triangles, and rectangles in a variety of sizes.</li> <li>Organize shapes/forms to create patterns.</li> </ul>	<b>Draw or paint a still life, using secondary colors.</b> <ul style="list-style-type: none"> <li>Draw an arrangement of inanimate objects (still life).</li> <li>Paint a still life using primary and mixed secondary colors.</li> </ul>	
2.7	<b>Create a three-dimensional form, such as a real or imaginary animal.</b> <ul style="list-style-type: none"> <li>Using sculptural materials (wax or water based clay, papier mache, paper and/or cardboard, and/or fabrics) create a real or imaginary animal.</li> </ul>	<b>Use visual and actual texture in original works of art.</b> <ul style="list-style-type: none"> <li>Use both implied and actual texture in a single work of art and explain choices.</li> </ul>	
2.8		<b>Create artwork based on observations of actual objects and everyday scenes.</b> <ul style="list-style-type: none"> <li>Draw or paint a landscape or seascape from primary sources (photo or observation).</li> <li>Draw or paint a scene depicting action or motion from personal experiences.</li> </ul>	
<b>3.0 Historical and Cultural Context</b> <b>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</b> <i>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</i>			
<i>Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i>			
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
3.1	<b>Describe functional and non-utilitarian art seen in daily life; that is, works of art that are used versus those that are only</b>	<b>Recognize and discuss the design of everyday objects from various time periods and cultures.</b>	<b>Explain how artists use their work to share experiences or communicate ideas.</b>

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	<p><b>viewed.</b></p> <ul style="list-style-type: none"> <li>Identify and describe works of art that are used in everyday life (functional art) at home, in the school and in the community. (e.g., silverware, puppets, playground equipment, jewelry, clothing, hubcap, architecture, masks, etc.).</li> <li>Identify and describe pieces of art to be viewed only (non-utilitarian art) such as photographs, paintings, videos, murals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identify objects from everyday life (such as utensils, clothing, furniture, toys, etc.) and discuss changes in design throughout history and around the world.</li> <li>Compare and contrast the use of line, shape/form, color, texture and the functional similarities and differences in the design of everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss ways in which artists use lines, shapes, colors and textures to tell others what they are thinking or feeling.</li> </ul>
3.2	<p><b>Identify and describe works of art that show people doing things together.</b></p> <ul style="list-style-type: none"> <li>Collect works of art showing people doing things together with the themes of cooperation, play, and work from a variety of sources (picture books, prints, magazines, photographs, original works of art, etc.).</li> <li>Compare depictions of family and community activities in a variety of cultural settings.</li> </ul>	<p><b>Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).</b></p> <ul style="list-style-type: none"> <li>Differentiate between works of art depicting the land (landscape), the ocean (seascape), a person or persons, (portraits) and a collection of inanimate objects (still life).</li> <li>Find clues about the time period and culture from scapes, portraits, and still lifes (clothing, equipment, transportation, buildings, hairstyle, setting, environment, activity, etc.) in a variety of masterworks.</li> </ul>	<p><b>Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.</b></p> <ul style="list-style-type: none"> <li>Describe at least three different art objects, one from western civilization, one from an ancient or tribal culture, one from the modern or contemporary period using elements of art (line, shape/form, color, texture, space, and value) and the vocabulary of visual art.</li> </ul>
3.3	<p><b>Look at and discuss works of art from a variety of times and places.</b></p> <ul style="list-style-type: none"> <li>Compare and contrast works of art from different times and places and explain why the similarities and differences may have occurred.</li> <li>Discuss the importance of functional and non-utilitarian art objects in everyday life.</li> </ul>	<p><b>View and then describe art from various cultures.</b></p> <ul style="list-style-type: none"> <li>Examine works of art from cultures represented in the classroom population.</li> <li>Explore tribal masks, ethnic clothing, body adornment, homes, buildings and currency to expand cultural awareness and the importance of art as part of cultural identity.</li> </ul>	<p><b>Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.</b></p> <ul style="list-style-type: none"> <li>Identify at least five types of celebrations common to many cultures (weddings, birthdays, funerals, etc.) and compare how visual art (decoration, costume, etc.) is a part of those celebrations.</li> <li>Discuss how art objects are used in your own family celebrations and in your neighborhood.</li> </ul>
3.4		<p><b>Identify art objects (e.g., Japanese screen painting, Mexican tin art, African masks) from various cultures and describe what they have in common and how they differ.</b></p> <ul style="list-style-type: none"> <li>Examine art objects from various parts of the world and different times in history.</li> <li>Recognize the media used in art objects as available in the environment of the artists that produced it.</li> </ul>	
<p><b>4.0 Aesthetic Valuing</b>  <b>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</b>  <i>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</i></p>			
	Kindergarten	1st Grade	2nd Grade

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4.1	<b>Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</b> <ul style="list-style-type: none"> <li>Describe original works of art telling about the use of colors, shapes, media used, types of textures and tell how and why it was made.</li> </ul>	<b>Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).</b> <ul style="list-style-type: none"> <li>Identify line, shape/form, color and texture in student artwork and discuss how these elements work together to tell what an artist is thinking, feeling and communicating.</li> </ul>	<b>Compare ideas expressed through their own works of art with ideas expressed in the work of others.</b> <ul style="list-style-type: none"> <li>Tell the story and/or explain the feelings expressed in an original work of art.</li> <li>Find similar and contrasting ideas and feelings in the work of others.</li> </ul>
4.2	<b>Describe what is seen (including both literal and expressive content) in selected works of art.</b> <ul style="list-style-type: none"> <li>Describe lines, shape/forms, colors, and textures in at least two works of art.</li> <li>Describe how a work of art makes you feel, what it makes you remember and imagine why the artist may have created the work.</li> </ul>	<b>Identify and describe various reasons for making art.</b> <ul style="list-style-type: none"> <li>Discuss reasons why people create functional and non-functional art.</li> <li>Create a word web of collective ideas about why people create art.</li> </ul>	<b>Compare different responses to the same work of art.</b> <ul style="list-style-type: none"> <li>Discuss opinions about a work of art on which people agree and disagree using the vocabulary of visual art.</li> </ul>
4.3	<b>Discuss how and why they made a specific work of art.</b> <ul style="list-style-type: none"> <li>Explain what media(s) was used in an original work of art, how the work was created and what the student was thinking while creating the piece.</li> </ul>	<b>Describe how and why they made a selected work of art, focusing on the media and technique.</b> <ul style="list-style-type: none"> <li>Describe how an original work was made (sequence, media, methods) and what motivated the creation.</li> </ul>	<b>Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.</b> <ul style="list-style-type: none"> <li>Discuss lines, shapes/forms, colors, textures, space and values used in at least one original work of art.</li> <li>Identify personal reasons for creating a work, analyze the result and suggest improvement.</li> </ul>
4.4	<b>Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</b> <ul style="list-style-type: none"> <li>Discuss reasons why the student likes their own work of art, tell about the media, elements of art, and the meaning or idea represented.</li> </ul>	<b>Select something they like about their work of art and something they would change.</b> <ul style="list-style-type: none"> <li>Choose one part of an original work and explain why it is the favorite.</li> <li>Choose one part of an original work and tell how the student would change the work if they were to re-create it.</li> </ul>	<b>Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.</b> <ul style="list-style-type: none"> <li>Locate and describe a single element exclusively in a work of art and explain how the element is used and what it makes the viewer think or feel.</li> </ul>
<b>5.0 Connections, Relationships, Applications</b> <b>Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</b> <i>Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</i>			
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
5.1	<b>Draw geometric shapes/forms (e.g., circles, squares, and triangles) and repeat them in dance/movement sequences.</b> <ul style="list-style-type: none"> <li>Draw a pattern using two basic geometric shapes, assign movement to each shape then dance the repeated pattern alone or with others.</li> </ul>	<b>Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.</b> <ul style="list-style-type: none"> <li>Identify patterns in music and draw visual patterns that match.</li> </ul>	<b>Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).</b> <ul style="list-style-type: none"> <li>Manipulate placement, overlapping, and size difference to demonstrate understanding of distance and contrast in their own art.</li> </ul>
5.2	<b>Look at and draw something used every day (e.g., scissors,</b>	<b>Compare and contrast objects of folk art from various time</b>	<b>Select and use expressive colors to create mood and show</b>

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	<p><b>toothbrush, fork) and describe how the object is used.</b></p> <ul style="list-style-type: none"> <li>Concentrate on an object silently for a period of time, then draw it, discuss its function and how an artist designed it.</li> </ul>	<p><b>periods and cultures.</b></p> <ul style="list-style-type: none"> <li>Examine functional pieces of art from various cultures and time periods and note similarities and differences between the objects.</li> </ul>	<p><b>personality within a portrait of a hero from long ago or the recent past.</b></p> <ul style="list-style-type: none"> <li>Use the knowledge of cool and warm colors to create the portrait of a hero depicting clues that reveal information about the hero’s personality, heroic deeds and feelings.</li> </ul>
5.3	<p><b>Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</b></p> <ul style="list-style-type: none"> <li>Identify works of art found at home, in the school and in the community.</li> <li>Identify national or state symbols (flag, traffic and restroom signs, etc.).</li> </ul>	<p><b>Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form and texture).</b></p> <ul style="list-style-type: none"> <li>Differentiate between portrait, still life, landscape, cityscape, seascape, two and three-dimensions and media by sorting.</li> </ul>	<p><b>Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).</b></p> <ul style="list-style-type: none"> <li>Sort works of art into groups based on interpretation and making meaning and defend personal choice using visual art vocabulary.</li> <li>Demonstrate understanding of classification by sorting works of art based on theme, style, and/or elements.</li> </ul>
5.4	<p><b>Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the media used.</b></p> <ul style="list-style-type: none"> <li>Identify what artists do, how they create works of art and the variety of materials they use.</li> </ul>	<p><b>Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.</b></p> <ul style="list-style-type: none"> <li>Identify and describe objects from home and school that are designed by artists.</li> <li>Discuss the design process and material choice of a functional piece of art.</li> </ul>	<p><b>Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).</b></p> <ul style="list-style-type: none"> <li>Identify artists in the community and the type of art they create. (Mural, graphic, landscape artists, home decorators, photographers, etc.).</li> </ul>