

Visual Arts: Grade K

Adopted 2010

Critical Thinking and Reflection

1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

- a Create and share personal works of art with others. [VA.K.C.1.1](#)
- b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Create personal works of art. [VA.K.C.1.IN.A](#)
 - ii Supported
 - a Explore images and media for artwork. [VA.K.C.1.SU.A](#)
 - iii Participatory
 - a Attend to images and media for artwork. [VA.K.C.1.PA.A](#)

2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

- a Describe personal choices made in the creation of artwork. [VA.K.C.2.1](#)
 - b Identify media used by self or peers. [VA.K.C.2.2](#)
 - c Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Create personal works of art. [VA.K.C.2.IN.A](#)
 - ii Supported
 - b Explore images and media for artwork. [VA.K.C.2.SU.A](#)
 - iii Participatory
 - c Attend to images and media for artwork. [VA.K.C.2.PA.A](#)
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Skills, Techniques, and Processes

1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

- a Explore art processes and media to produce artworks. [VA.K.S.1.1](#)
- b Produce artwork influenced by personal decisions and ideas. [VA.K.S.1.2](#)
- c Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Recognize basic art processes and media. [VA.K.S.1.IN.A](#)
 - b Create artwork that communicates awareness of self. [VA.K.S.1.IN.B](#)
 - c Explore the use of art tools, processes, and media. [VA.2.S.1.IN.A](#)
 - ii Supported
 - a Explore basic art processes and media. [VA.K.S.1.SU.A](#)
 - b Explore ideas and images for artwork. [VA.K.S.1.SU.B](#)
 - iii Participatory
 - a Attend to basic art processes and media. [VA.K.S.1.PA.A](#)
 - b Attend to images for artwork. [VA.K.S.1.PA.B](#)

2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

- a Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills [VA.K.S.2.1](#)
- b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Recognize basic art tools and media. [VA.K.S.2.IN.A](#)
 - ii Supported
 - a Explore basic art tools and media. [VA.K.S.2.SU.A](#)
 - iii Participatory
 - a Attend to basic art tools and media. [VA.K.S.2.PA.A](#)

3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

- a Develop artistic skills through the repeated use of tools, processes, and media. [VA.K.S.3.1](#)
- b Practice skills to develop craftsmanship. [VA.K.S.3.2](#)
- c Handle art tools and media safely in the art room. [VA.K.S.3.3](#)
- d Identify artwork that belongs to others and represents their ideas. [VA.K.S.3.4](#)
- e Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Explore a variety of visual art tools and media. [VA.K.S.3.IN.A](#)
 - ii Supported
 - a Explore a variety of visual art media. [VA.K.S.3.SU.A](#)
 - iii Participatory
 - a Attend to a variety of visual art media. [VA.K.S.3.PA.A](#)

Organizational Structure

1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

- a Explore the placement of the structural elements of art in personal works of art. [VA.K.0.1.1](#)
- b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Explore basic structural elements of art. [VA.K.0.1.IN.A](#)
 - ii Supported
 - b Explore a variety of visual art. [VA.K.0.1.SU.A](#)
 - iii Participatory
 - c Attend to a variety of visual art. [VA.K.0.1.PA.A](#)

2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

- a Generate ideas and images for artworks based on memory, imagination, and experiences. [VA.K.0.2.1](#)
- b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Generate ideas and images for artwork that communicate awareness of self. [VA.K.0.2.IN.A](#)
 - ii Supported
 - b Explore ideas and images for artwork. [VA.K.0.2.SU.A](#)
 - iii Participatory
 - c Attend to images for artwork. [VA.K.0.2.PA.A](#)

3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

- a Create works of art to document experiences of self and community. [VA.K.0.3.1](#)
 - b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Recognize and use structural elements of art. [VA.K.0.3.IN.A](#)
 - ii Supported
 - b Explore basic structural elements of art. [VA.K.0.3.SU.A](#)
 - iii Participatory
 - c Attend to basic structural elements of art. [VA.K.0.3.PA.A](#)
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Historical and Global Connections

1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

- a Describe art from selected cultures and places. [VA.K.H.1.1](#)
- b Follow directions for suitable behavior in an art audience. [VA.K.H.1.2](#)
- c Explain how art-making can help people express ideas and feelings. [VA.K.H.1.3](#)
- d Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Respond to visual art from selected cultures and places. [VA.K.H.1.IN.A](#)
 - b Demonstrate awareness of appropriate audience etiquette. [VA.K.H.1.IN.B](#)
 - c Respond to a variety of visual art. [VA.K.H.1.IN.C](#)
 - ii Supported
 - a Explore visual art from selected cultures and places. [VA.K.H.1.SU.A](#)
 - b Attend respectfully to artwork of others. [VA.K.H.1.SU.B](#)
 - c Explore a variety of visual art. [VA.K.H.1.SU.C](#)
 - iii Participatory
 - a Attend to visual art in activities and environments. [VA.K.H.1.PA.A](#)
 - b Attend respectfully to the artwork of others. [VA.K.H.1.PA.B](#)

2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

- a Compare selected artworks from various cultures to find differences and similarities. [VA.K.H.2.1](#)
- b Explore everyday objects that have been designed and created by artists. [VA.K.H.2.2](#)
- c Describe where artwork is displayed in school or other places. [VA.K.H.2.3](#)
- d Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Respond to the visual art of diverse cultures and historical periods. [VA.K.H.2.IN.A](#)
 - b Explore visual art in common activities and environments. [VA.K.H.2.IN.B](#)
 - ii Supported
 - a Explore the visual art of diverse cultures and historical periods. [VA.K.H.2.SU.A](#)
 - b Attend to visual art in common activities and environments. [VA.K.H.2.SU.B](#)
 - iii Participatory
 - a Attend to visual art in activities and environments. [VA.K.H.2.PA.A](#)
 - b Attend to a variety of visual art. [VA.K.H.2.PA.B](#)

3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

- a Express ideas related to non-art content areas through personal artworks. [VA.K.H.3.1](#)
 - b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Explore different representations of familiar themes in visual art. [VA.K.H.3.IN.A](#)
 - ii Supported
 - b Respond to visual art representations of familiar themes. [VA.K.H.3.SU.A](#)
 - iii Participatory
 - c Attend to visual art. [VA.K.H.3.PA.A](#)
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Innovation, Technology, and the Future

1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

- a Experiment with art media for personal satisfaction and perceptual awareness. [VA.K.F.1.1](#)
- b Identify real and imaginary subject matter in works of art. [VA.K.F.1.2](#)
- c Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Explore visual art tools and media. [VA.K.F.1.IN.A](#)
 - b Re-create basic shapes. [VA.K.F.1.IN.B](#)
 - ii Supported
 - a Explore visual art media. [VA.K.F.1.SU.A](#)
 - b Explore basic shapes. [VA.K.F.1.SU.B](#)
 - iii Participatory
 - a Explore sensory stimulation related to visual art. [VA.K.F.1.PA.A](#)
 - b Attend to basic shapes. [VA.K.F.1.PA.B](#)

2 Careers in and related to the arts significantly and positively impact local and global economies.

- a Describe where art ideas or products can be found in stores. [VA.K.F.2.1](#)
- b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Recognize visual art in the environment. [VA.K.F.2.IN.A](#)
 - ii Supported
 - b Attend to visual art in the environment. [VA.K.F.2.SU.A](#)
 - iii Participatory
 - c Attend to sensory stimulation related to visual art. [VA.K.F.2.PA.A](#)

3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

- a Create artwork that communicates an awareness of self as part of the community. [VA.K.F.3.1](#)
- b Access Point for Students with Significant Cognitive Disabilities
 - i Independent
 - a Use a variety of visual art media to create artwork that communicates awareness of self. [VA.K.F.3.IN.A](#)
 - ii Supported
 - b Explore a variety of visual art media. [VA.K.F.3.SU.A](#)
 - iii Participatory
 - c Attend to a variety of visual art media. [VA.K.F.3.PA.A](#)