



PENINSULA SCHOOL DISTRICT

Visual Arts Curriculum

Grades K-5

MATRIX

**PENINSULA SCHOOL DISTRICT
Visual Arts Curriculum Grades K – 5
MATRIX**

Draft



1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

(EALR)	A Peninsula Kindergarten student will: (from the Frameworks)	A Peninsula 1st grade student will: (from the Frameworks)	A Peninsula 2nd grade student will: (from the Frameworks)	A Peninsula 3rd grade student will: (from the Frameworks)	A Peninsula 4th grade student will: (from the Frameworks)	A Peninsula 5th grade student will: (from the Frameworks)
1.1.1 Understand arts concepts and vocabulary						
<p><u>Elements</u></p> <p><i>line shape/form texture color/value space</i></p>	<ul style="list-style-type: none"> • Understand and demonstrate types of lines (e.g., straight, curved) • Use line to create shapes • Recognize, name and create geometric shapes • Identify actual textures (e.g., rough/smooth) • Name primary and secondary colors 	<ul style="list-style-type: none"> • Identify line direction (e.g., horizontal, vertical) • Identify and use geometric and organic shapes • Identify actual shapes and textures • Identify and mix secondary colors from primary colors 	<ul style="list-style-type: none"> • Identify and demonstrate different line qualities (e.g., thick/thin) • Combine geometric and organic shapes to create freeform shapes • Create space in an artwork using the spatial devices of overlap and relative size • Identify and use warm/cool colors 	<ul style="list-style-type: none"> • Use line to create details • Identify and make light, dark, and middle values • Identify and use warm/cool colors • Identify and use the spatial concepts of positive/negative space • Use texture in two and three dimensional work 	<ul style="list-style-type: none"> • Identify and use line to create texture • Identify and make color values: tints/shades monochromatic colors. • Define space using horizon/ground line, foreground, middle ground & background • Identify and use geometric forms (e.g., sphere, cone, cube) 	<p>Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts</p> <ul style="list-style-type: none"> • Understand and demonstrate the use of line through direction, type, and quality • Understand and demonstrate the relationship of 2D shapes to 3D forms • Recognize the relationship between 2D shape and 3D form (e.g., circle/sphere) • Use a color wheel to demonstrate color relationships • Identify intermediate colors (e.g., to create analogous color schemes) • Recognize and demonstrate actual and simulated texture • Recognize and use spatial devices and concepts to create depth • Recognize and demonstrate

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1.1.1 Understand arts concepts and vocabulary						
						a range of values • Identify and use complementary colors

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1.1.2 Understand arts concepts and vocabulary						
<u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement/rhythm</i> <i>repetition/pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> Use repetition of one element to create pattern 	<ul style="list-style-type: none"> Use repetition of several elements to create pattern 	<ul style="list-style-type: none"> Identify and use emphasis/ dominance 	<ul style="list-style-type: none"> Identify and use movement within an artwork 	<ul style="list-style-type: none"> Identify and demonstrate symmetrical (formal) asymmetrical (informal) and radial balance in two and three dimensions 	Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> Identify and apply principles of balance, repetition, emphasis, and movement in an artwork
1.2 Develop arts skills and techniques						
	<ul style="list-style-type: none"> Use art tools and materials safely and appropriately 	<ul style="list-style-type: none"> Use art tools and materials safely and appropriately 	<ul style="list-style-type: none"> Use art tools and materials safely and appropriately Vary pressure, placement and direction of tools with control Use one type of tool, e.g., brushes, to create different visual qualities 	<ul style="list-style-type: none"> Use art tools and materials safely and appropriately Blend art media for different visual purposes Demonstrate proper care of tools and materials Use line to create details 	<ul style="list-style-type: none"> Use art tools and materials safely and appropriately Use subtractive and additive processes Control tools and processes to produce detailed imagery in a variety of media 	Benchmark 1 Identify and use basic arts skills and techniques <ul style="list-style-type: none"> Use art tools and materials safely and appropriately Use a variety of techniques in observational drawing Use different 2D and 3D art mediums to create textural effects Combine media for visual and expressive purposes

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1.3 Understand and apply arts styles from various artists, cultures, and times						
	<ul style="list-style-type: none"> Describe a specific artwork 	<ul style="list-style-type: none"> Describe the differences between two artworks 	<ul style="list-style-type: none"> Recognize that artworks have differing styles 	<ul style="list-style-type: none"> Describe the differences in style between two artworks 	<ul style="list-style-type: none"> Describe the attributes of artworks used by specific artists or cultures 	Benchmark 1 Identify specific attributes of art works of various artists, cultures and times using arts vocabulary
1.4. Apply audience skills in a variety of arts setting and performances						
	<ul style="list-style-type: none"> Demonstrate self control 	<ul style="list-style-type: none"> Demonstrate how to focus attention 	<ul style="list-style-type: none"> Demonstrate active listening/viewing skills 	<ul style="list-style-type: none"> Demonstrate audience response skills 	<ul style="list-style-type: none"> Demonstrate respect for the artist 	Benchmark 1 Demonstrate audience conventions in a variety of arts settings and performances

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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts						
<ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<p>Benchmark 1 Develop work using a creative process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process
2.2 Apply a performance process in the arts						
<ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<p>Benchmark 1 Develop work using a creative process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process

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2.3 Apply a responding process to an arts presentation						
<ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<p>Benchmark 1 Apply a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process



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3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feelings						
	<ul style="list-style-type: none"> Recognize that feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how feelings are expressed through the arts 	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas and feelings are expressed through the arts 	Benchmark 1 Express ideas and feelings through the arts
3.2 Use the arts to communicate for a specific purpose						
	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., commemorate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., entertain) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) 	Benchmark 1 Create and/or perform an artwork to communicate for a given purpose with instructor direction
3.3 Develop personal aesthetic criteria to communicate artistic choices						
	<ul style="list-style-type: none"> Use personal favorites in artwork 	<ul style="list-style-type: none"> Identify personal aesthetic choices 	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by culture 	Benchmark 1 Explain how personal aesthetic criteria is reflected in artwork

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, a
(Essential Academic Learning Requirement)

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4.1 Demonstrate and analyze the connections among the arts disciplines						
	<ul style="list-style-type: none"> Recognize arts concepts in multiple art disciplines (i.e., pattern) 	<ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e., rhythm) 	<ul style="list-style-type: none"> Demonstrate how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) 	<p>Benchmark 1 Describe skills, concepts, and vocabulary common among arts disciplines</p>
4.2 Demonstrate and analyze the connections between the arts and other content areas						
	<ul style="list-style-type: none"> Recognize that art concepts occur in other content areas 	<ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas 	<ul style="list-style-type: none"> Demonstrate concepts common to the arts and other content areas 	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> Identify steps of processes common to the arts and other content areas (i.e., creative writing, and scientific processes) 	<p>Benchmark 1 Identify skills, concepts, and vocabulary common to the arts and other content areas</p>
4.3 Understand how the arts impact lifelong choices						
	<ul style="list-style-type: none"> Identify examples of arts in the classroom/ school 	<ul style="list-style-type: none"> Identify how the arts impact home/family choices 	<ul style="list-style-type: none"> Identify examples of arts in the community 	<ul style="list-style-type: none"> Identify how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identify and analyze how the arts impact consumer choices 	<p>Benchmark 1 Analyze how the arts impact personal and community choices</p>

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4.4 Understand that the arts shape and reflect culture and history						
	<ul style="list-style-type: none"> Describe a specific artwork in the classroom/school 	<ul style="list-style-type: none"> Describe a specific artwork from home/family 	<ul style="list-style-type: none"> Describe a specific artwork in the community 	<ul style="list-style-type: none"> Recognize that artworks reflect culture 	<ul style="list-style-type: none"> Identify general attributes of artworks from a specific culture 	Benchmark 1 Identify specific attributes of artworks that reflect culture
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work						
	<ul style="list-style-type: none"> Follow directions when prompted on assigned tasks 	<ul style="list-style-type: none"> Practice safety habits using tools and materials appropriately 	<ul style="list-style-type: none"> Maintain focus and demonstrate perseverance 	<ul style="list-style-type: none"> Identify career roles in the arts Meet goals and deadlines to complete work 	<ul style="list-style-type: none"> Practice/rehearse to refine arts skills 	Benchmark 1 Describe career roles in the arts <ul style="list-style-type: none"> Demonstrate arts skills used in the world of work