



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Visual Arts

#### **Preschool**

##### **Standard 1 – RESPONDING TO ART: History**

*While young children’s sense of time is still developing they may not fully understand the historical nature of art. As they become more aware that art is a way people express ideas and feelings they should be encouraged to speculate about the function of art.*

- P.1.1 Identify simple subject matter in works of art.  
Example: Teachers can use Caldecott books to help children see how art is used to express an idea. Ask students to describe the story’s main idea.
- P1.2 Examine art products from different world cultures.

##### **Standard 2 – RESPONDING TO ART: Criticism**

*As students’ language skills develop they will begin to use appropriate art vocabulary to describe works of art.*

- P.2.1 Respond in various ways to creative work of others in order to express their feelings about art work.  
Example: Students use their body language, facial expressions and oral language to describe their likes and dislikes regarding different works of art.
- P.2.2 Describe a work of art and interpret potential intentions of the artist.

##### **Standard 3 – RESPONDING TO ART: Aesthetics**

*Young children begin to learn how to express their feelings, thoughts and views of the world through art. Adults can help them to grow in this area by guiding their reflection on and discussion of the nature/meaning of art.*

- P.3.1 Wonder about or ask questions about works of art.
- P.3.2 Identify art as visual objects made by humans and distinguish between human-made objects and objects made by nature.
- P.3.3 Reflect on the differences that exist between works of art and identify their personal preferences.
- P.3.4 Compare and contrast own creations and those of others.



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#### **Standard 4 – CREATING ART: Production**

*The ability to use symbols to make one thing stand for another is an important milestone in cognitive development. Art enhances children's ability to interpret symbols. Working with art materials offers children opportunities to learn about color, shape, design, and texture. As children draw, paint, and make collages they experiment with color, line, shape and size.*

- P.4.1 Use objects or animals from the real world as subject matter for artwork.
- P.4.2 Use objects as symbols for other things.  
Example: The student uses a scarf to represent a birds wings or a box to represent a car.
- P.4.3 Use art as a vehicle for creative expression and as a way to channel feelings.  
Example: When frustrated a student may punch or pound clay. When in a playful mood, they may paint with bright colors.
- P.4.4 Use different colors, surface textures and shapes to create form and meaning.
- P.4.5 Identify and use different art materials.  
Example: Students engage in art activities that include drawing, painting, printmaking, ceramics, sculpture, fibers, mixed media and computer generated art.
- P.4.6 Enjoy repetition of materials and activities to further explore, manipulate and exercise the imagination.
- P.4.7 Reflect on, revise and refine work using problem solving skills.  
Example: The students decide which lines should be long or short, thick or thin, wavy or straight and what color to use when completing a picture of a ship on the ocean.
- P.4.8 Progress in ability to create drawings, models and other art creations that are more detailed, creative or realistic.

#### **Standard 5 – CAREERS AND COMMUNITY**

*Young children will become aware of art as a profession. They will become acquainted with local artists, museums, and displays and various professions that involve art such as painters, sculptors, clothing designers, animators, and graphic art designers.*

- P.5.1 Talk about different art professions.
- P.5.2 Recognize people in the community who are artists.



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- P.5.3 Visit and discuss works of art at various locations.  
Example: Students visit local art museums, art exhibits or talk with a visiting artist.
- P.5.4 Identify patterns in their environment.  
Example: During a walk in their community, students observe and discuss the patterns they see in the brick buildings, the lines on the road, the distance between fence posts, or the way the windows are placed in a building.

### **Standard 6 – INTEGRATED STUDIES**

*Skills and concepts taught in other content areas can be reinforced through art lessons and will make learning more meaningful.*

- P.6.1 Imitate art forms of illustrators after listening to a story.
- P.6.2 Sort objects by texture, size or color.
- P.6.3 Use objects found on a science nature hike to create a collage or art piece.