

# Campbell County School District # 1

## Gillette, Wyoming

### Art - Kindergarten

The Elementary Art Program in Campbell County School District is based on the elements of art: line, color, shape, form, value, space, and texture and the Wyoming Fine and Performing Arts Standards. The Wyoming State Standards include: 1) Creative Expression, 2) Aesthetic Perception, 3) Historical and Cultural Content, and 4) Applications to Life. In Kindergarten, students are introduced to some of the elements of Art, including color, line, form, shape, and texture. Students create a variety of projects and do activities which are representative of those elements.

#### **AR-KI-01 CREATIVE EXPRESSION THROUGH PRODUCTION (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will create, perform, exhibit, or participate in the Arts.

##### **AR-KI-01-01- Identify Primary and Secondary Colors (Objective)**

S - Supporting

The students will identify the primary and secondary colors. (INTRODUCE)

##### **AR-KI-01-02 - Identify and Use Line (Objective)**

S - Supporting

The students will be able to identify and use line of differing quality, i.e. thick, thin, horizontal, vertical, diagonal. (INTRODUCE)

##### **AR-KI-01-03 - Identify Basic Geometric Shapes (Objective)**

S - Supporting

The students will identify basic geometric shapes: circle, square, triangle, and rectangle. (INTRODUCE)

#### **AR-KI-02 AESTHETIC PERCEPTION (Content Standard)**

State Standard and Benchmark Correlations:

none

Students will respond to, analyze, and make informed judgments about works in the Arts.

##### **AR-KI-02-01 - Use Colors, Lines, Shapes, Textures (Objective)**

C-NR - Critical-District Reporting Not Required

In an array of projects, the students will use a variety of colors, lines, shapes, and textures (actual or simulated) in an appropriate manner.

##### **AR-KI-02-02 - Individual Problem Solving (Objective)**

C-NR - Critical-District Reporting Not Required

The students will demonstrate solutions to given problems, select an individual conclusion for each assignment, and produce an end result for each.

##### **AR-KI-02-03 - Apply Elements of Design Appropriately (Objective)**

S - Supporting

In an array of projects, the students will use a variety of colors, lines, shapes, and textures (actual and simulated) in an appropriate manner. (INTRODUCE)

**AR-KI-02-04 - Make a Drawing (Objective)**

S - Supporting

The students will make a drawing when asked. (INTRODUCE)

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**Campbell County School District # 1**  
**Gillette, Wyoming**

**Art - First Grade**

The Elementary Art Program in Campbell County School District is based on the elements of art: line, color, shape, form, value, space, and texture and the Wyoming Fine and Performing Arts Standards. The Wyoming State Standards include: 1) Creative Expression, 2) Aesthetic Perception, 3) Historical and Cultural Content, and 4) Applications to Life. In Kindergarten, students are introduced to some of the elements of Art, including color, line, form, shape, and texture. In first grade, the elements of art including color, line, form, shape, and texture are reinforced in the students' art activities and the projects they create. Students are introduced to a number of famous artists as part of their study of art history.

**AR-01-01 CREATIVE EXPRESSION THROUGH PRODUCTION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.2 Exhibit or Perform Artistic Works

Students will create, perform, exhibit, or participate in the Arts.

**AR-01-01-01 - Use Colors, Lines, Forms, Shapes, Textures (Objective)**

C-NR - Critical-District Reporting Not Required

In an exhibit of projects, the students will use a variety of colors, lines, forms, shapes, and textures (actual or simulated) in an appropriate manner.

**AR-01-01-02 - Problem Solving (Objective)**

C-NR - Critical-District Reporting Not Required

The students will demonstrate solutions to given problems, select an individual conclusion for each assignment, and produce an end result for each.

**AR-01-01-03 - Make a Drawing (Objective)**

S - Supporting

The students will make a drawing when asked. (DEVELOP)

**AR-01-01-04 - Identify Lines in Environment and in Art (Objective)**

S - Supporting

The students will identify lines in his external environment and in works of art. (INTRODUCE)

**AR-01-01-05 - Make a Two-Dimensional Representation (Objective)**

S - Supporting

The students will make a two-dimensional representation of an observed form. (DEVELOP)

**AR-01-01-06 - Appropriate Use and Proper Care of Tools (Objective)**

S - Supporting

The students will identify, choose, use, and properly care for those tools and materials appropriate for a given task. (INTRODUCE)

**AR-01-01-07 - Work Cooperatively With Others (Objective)**

S - Supporting

The students will work cooperatively with others. (INTRODUCE)

## **AR-01-02 AESTHETIC PERCEPTION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.2 Exhibit or Perform Artistic Works

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.2.3 Personal Preferences for Specific Works/Styles

FA4.2.4 Describe Idea/Feeling About Experiencing Art Works

Students will respond to, analyze, and make informed judgments about works in the Arts..

### **AR-01-02-01 Identify Primary and Secondary Colors (Objective)**

S - Supporting

The students will identify the primary and secondary colors. (INTRODUCE)

### **AR-01-02-02 - Color Terms (Warm/Cool Colors) (Objective)**

S - Supporting

The students will differentiate between the warm and cool colors. (INTRODUCE)

### **AR-01-02-03 - (Objective)**

S - Supporting

The students will identify and use lines of differing quality, i.e. thick, thin, horizontal, vertical, and diagonal. (INTRODUCE)

### **AR-01-02-04 - Identify Basic Shapes; Distinguish From Lines (Objective)**

S - Supporting

The students will identify basic geometric shapes: circle, triangle, square, and rectangle.

He will differentiate between a line and a shape. (INTRODUCE)

### **AR-01-02-05 Define Texture (Objective)**

S - Supporting

The students will define texture. (INTRODUCE)

## **AR-01-03 ART HISTORY/CULTURE (Content Standard)**

State Standard and Benchmark Correlation:

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

### **AR-01-03-01 - View/Compare Different Forms of Art (Objective)**

S - Supporting

Groups of students will view, compare, discuss, or analyze various forms of art: sculpture, still life, realistic, portrait, landscape, and abstract. (INTRODUCE)

### **AR-01-03-02 - Art History/Culture (Objective)**

S - Supporting

Students will identify, describe, and incorporate their knowledge of art history and art culture into their own works of art.

**AR-01-04 APPLICATIONS TO LIFE (Content Standard)**

State Standard and Benchmark Correlation:

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will connect and relate the arts to other disciplines.

**AR-01-04-01 - Art and Other Disciplines (Objective)**

S - Supporting

Students will identify how art is incorporated into other disciplines (subject areas, everyday life, etc.).

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# Campbell County School District # 1

## Gillette, Wyoming

### Art - Second Grade

The Elementary Art Program in Campbell County School District is based on the elements of art: line, color, shape, form, value, space, and texture and the Wyoming Fine and Performing Arts Standards. The Wyoming State Standards include: 1) Creative Expression, 2) Aesthetic Perception, 3) Historical and Cultural Content, and 4) Applications to Life. In Kindergarten, students are introduced to some of the elements of Art, including color, line, form, shape, and texture. In second grade, all of the elements of art are reintroduced and reinforced in the students' art activities and the projects they create. Students are introduced to additional famous artists as part of their study of art history.

#### **AR-02-01 CREATIVE EXPRESSION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.2 Exhibit or Perform Artistic Works

Students will create, perform, exhibit, or participate in the Arts.

##### **AR-02-01-01 - Use Colors, Lines, Forms, Shapes, Textures (Objective)**

C-NR - Critical-District Reporting Not Required

In an array of projects, the students will use a variety of colors, lines, forms, shapes, and textures (actual or simulated) in an appropriate manner.

##### **AR-02-01-02 - Problem Solving (Objective)**

C-NR - Critical-District Reporting Not Required

The students will demonstrate solutions to given problems, select an individual conclusion for each assignment, and produce an end result for each.

##### **AR-02-01-03 - Make a Drawing (Objective)**

S - Supporting

The students will make a drawing when asked. (DEVELOP)

##### **AR-02-01-04 - Identify Lines in Environment and in Art (Objective)**

S - Supporting

The students will identify lines in his environment and in works of art. (DEVELOP)

##### **AR-02-01-05 - Make a Two-Dimensional Representation (Objective)**

S - Supporting

The students will make a two-dimensional representation of an observed form. (DEVELOP)

##### **AR-02-01-06 - Use of Space in 2- or 3-Dimensional Work (Objective)**

S - Supporting

The students will make effective use of space in two- or three-dimensional work. (INTRODUCE)

##### **AR-02-01-07 - Appropriate Use and Proper Care of Tools (Objective)**

S - Supporting

The students will identify, choose, use, and properly care for those tools and materials appropriate for a given task. (DEVELOP)

**AR-02-01-08 - Participate in Class Discussion (Objective)**

S - Supporting

The students will participate in classroom discussions. (INTRODUCE)

**AR-02-01-09 - Work Cooperatively With Others (Objective)**

S - Supporting

The students will work cooperatively with others. (DEVELOP)

**AR-02-02 AESTHETIC PERCEPTION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.1 Use Terminology Relevant to the Art Form

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.2.3 Personal Preferences for Specific Works/Styles

FA4.2.4 Describe Idea/Feeling About Experiencing Art Works

Students will respond to, analyze, and make informed judgments about works in the Arts.

**AR-02-02-01 - Primary and Secondary Colors (Objective)**

S - Supporting

The students will identify the primary and secondary colors. (DEVELOP)

**AR-02-02-02 - Warm and Cool Colors (Objective)**

S - Supporting

The students will differentiate between warm and cool colors. (DEVELOP)

**AR-02-02-03 Values--Light and Dark (Objective)**

S - Supporting

The students will distinguish between light and dark values. (INTRODUCE)

**AR-02-02-04 - Identify and Use Lines of Differing Quality (Objective)**

S - Supporting

The students will identify and use lines of differing quality, i.e. thick, thin, horizontal, vertical, and diagonal. (DEVELOP)

**AR-02-02-05 - Identify Basic Shapes; Distinguish From Lines (Objective)**

S - Supporting

The students will identify basic geometric shapes: circle, triangle, square, and rectangle.

Students will differentiate between a line and a shape. (DEVELOP)

**AR-02-02-06 - Identify Forms; Distinguish From Shapes (Objective)**

S - Supporting

The students will differentiate between three-dimensional forms and two-dimensional shapes. Students will identify the basic forms: cylinder, sphere, cube, and pyramid.

(INTRODUCE)

**AR-02-02-07 - Identify the Illusion of Space or Distance (Objective)**

S - Supporting

The students will identify the illusion of space or distance in a composition.

(INTRODUCE)

**AR-02-02-08 - Define Texture (Objective)**

S - Supporting

The students will define texture. (DEVELOP)

**AR-02-02-09 - Differentiate Between Various Forms of Art (Objective)**

S - Supporting

The students will differentiate between various forms of art: sculpture, still life, realistic, portrait, landscape, and abstract. (DEVELOP)

**AR-02-03 HISTORICAL/CULTURAL CONTEXT (Content Standard)**

State Standard and Benchmark Correlation:

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will demonstrate an understanding of the Arts in relation to history, cultures, and contemporary society.

**AR-02-03-01 - Art History/Culture (Objective)**

S - Supporting

Students will identify, describe, and incorporate their knowledge of art history and art culture into their own works of art.

**AR-02-04 APPLICATIONS TO LIFE (Content Standard)**

State Standard and Benchmark Correlation:

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will connect and relate the Arts to other disciplines and to society.

**AR-02-04-01 - Art and Other Disciplines (Objective)**

S - Supporting

Students will identify how art is incorporated into other disciplines (subject areas, everyday life, etc.).

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# **Campbell County School District # 1**

## **Gillette, Wyoming**

### **Art - Third Grade**

The Elementary Art Program in Campbell County School District is based on the elements of art: line, color, shape, form, value, space, and texture and the Wyoming Fine and Performing Arts Standards. The Wyoming State Standards include: 1) Creative Expression, 2) Aesthetic Perception, 3) Historical and Cultural Content, and 4) Applications to Life. In Kindergarten, students are introduced to some of the elements of Art, including color, line, form, shape, and texture. In third grade, all of the elements of art are reviewed and reinforced in the students' art activities and the projects they create. Students are introduced to additional famous artists as part of their study of art history. Emphasis is placed on understanding the importance of Art in the world around us.

#### **AR-03-01 CREATIVE EXPRESSION THROUGH PRODUCTION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.2 Exhibit or Perform Artistic Works

Students will create, perform, exhibit, or participate in the Arts..

##### **AR-03-01-01 - Use Colors, Lines, Forms, Shapes, Textures (Objective)**

C-NR - Critical-District Reporting Not Required

In an array of projects, the students will use a variety of colors, lines, forms, shapes, and textures (actual or simulated) in an appropriate manner.

##### **AR-03-01-02 - Problem Solving (Objective)**

C-NR - Critical-District Reporting Not Required

The students will demonstrate solutions to given problems, select an individual conclusion for each assignment, and produce an end result for each.

##### **AR-03-01-03 - Make a Drawing (Objective)**

C-NR - Critical-District Reporting Not Required

The students will make a drawing when asked. (MASTER)

##### **AR-03-01-04 - Identify Lines in Environment and Works of Art (Objective)**

C-NR - Critical-District Reporting Not Required

The students will identify lines in his external environment and in works of art. (MASTER)

##### **AR-03-01-05 - Make 3-Dimensional Representation (Objective)**

S - Supporting

The students will make a three-dimensional representation of an observed form. (INTRODUCE).

##### **AR-03-01-06 - Make a Two-Dimensional Representation (Objective)**

S - Supporting

The students will make a two-dimensional drawing of an observed form. (DEVELOP)

##### **AR-03-01-07 - Use Space Effectively in 2-D or 3-D Work (Objective)**

S - Supporting

The students will make effective use of space in two- or three-dimensional work. (DEVELOP)

**AR-03-01-08 - Use Positive and Negative Space in Art Works (Objective)**

S - Supporting

The students will use positive and negative space in his work. (INTRODUCE)

**AR-03-01-09 - Identify, Choose, Properly Care for Tools (Objective)**

C-NR - Critical-District Reporting Not Required

The students will identify, choose, use, and properly care for those tools and materials appropriate for a given task. (MASTER)

**AR-03-01-10 - Participate in Class Discussion (Objective)**

S - Supporting

The students will participate in classroom discussion. (DEVELOP)

**AR-03-01-11 - Work Cooperatively With Others (Objective)**

C-NR - Critical-District Reporting Not Required

The students will work cooperatively with others. (MASTER)

**AR-03-02 AESTHETIC PERCEPTION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.2.1 Use Terminology Relevant to the Art Form

Students will respond to, analyze, and make informed judgments about works in the arts.

**AR-03-02-01 - Primary and Secondary Colors (Objective)**

S - Supporting

The students will identify the primary and secondary colors. (DEVELOP)

**AR-03-02-02 - Color Terms (Objective)**

S - Supporting

The students will differentiate between warm and cool colors. (DEVELOP)

**AR-03-02-03 - Light and Dark Values (Objective)**

S - Supporting

The students will distinguish between light and dark values. (DEVELOP)

**AR-03-02-04 - Lines of Differing Quality (Objective)**

S - Supporting

The students will identify lines of differing quality, i.e. thick, thin, horizontal, vertical, and diagonal. (DEVELOP)

**AR-03-02-05 - Identify Basic Shapes; Distinguish From Lines (Objective)**

S - Supporting

The students will identify the basic geometric shapes: circle, triangle, square, and rectangle. The students will differentiate between a line and a shape. (DEVELOP)

**AR-03-02-06 - Identify Basic Forms; Distinguish From Shapes (Objective)**

S - Supporting

The students will differentiate between three-dimensional forms and two-dimensional shapes. The students will identify the basic forms: cylinder, sphere, cube, cone, and pyramid. (DEVELOP)

**AR-03-02-07 - Positive and Negative Space (Objective)**

S - Supporting

The students will differentiate between positive and negative space. (INTRODUCE) The students will identify the illusion of space or distance in a composition. (DEVELOP)

**AR-03-02-08 - Define Texture (Objective)**

S - Supporting

The students will define texture. (DEVELOP)

**AR-03-03 HISTORICAL AND CULTURAL CONTEXT (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.2.3 Personal Preferences for Specific Works/Styles

FA4.2.4 Describe Idea/Feeling About Experiencing Art Works

Students will demonstrate an understanding of the Arts in relation to history, cultures, and contemporary society.

**AR-03-03-01 - Art History/Culture (Objective)**

S - Supporting

Students will identify, describe, and incorporate their knowledge of art history and art culture into their own works of art.

**AR-03-04 APPLICATIONS TO LIFE (Content Standard)**

State Standard and Benchmark Correlation:

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students will connect and relate the Arts to other disciplines and to society.

**AR-03-04-01 - View/Differentiate Between Various Art Forms (Objective)**

S - Supporting

When viewing works of art, the students will differentiate between various forms of art: sculpture, still life, realistic, portrait, landscape, and abstract.

**AR-03-04-02 - Art and Other Disciplines (Objective)**

S - Supporting

Students will identify how art is incorporated into other disciplines (subject areas, everyday life, etc.).

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# **Campbell County School District # 1**

## **Gillette, Wyoming**

### **Art - Fourth Grade**

The Elementary Art Program in Campbell County School District is based on the elements of art: line, color, shape, form, value, space, and texture and the Wyoming Fine and Performing Arts Standards. The Wyoming State Standards include: 1) Creative Expression, 2) Aesthetic Perception, 3) Historical and Cultural Content, and 4) Applications to Life. In Kindergarten, students are introduced to some of the elements of Art, including color, line, form, shape, and texture. In fourth grade, all of the elements of art are reviewed and reinforced in the students' art activities and the projects they create. Students are introduced to additional famous artists as part of their study of art history. Emphasis is placed on understanding the importance of Art in the world around us.

#### **AR-04-01 CREATIVE EXPRESSION THROUGH PRODUCTION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.2 Exhibit or Perform Artistic Works

Students will create, perform, exhibit, or participate in the Arts.

##### **AR-04-01-01 - Use Colors, Lines, Forms, Shapes, Textures (Objective)**

C-NR - Critical-District Reporting Not Required

In an array of projects, the students will use a variety of colors, lines, forms, shapes, and textures (actual or simulated) in an appropriate manner.

##### **AR-04-01-02 - Problem Solving (Objective)**

C-NR - Critical-District Reporting Not Required

The students will demonstrate solutions to given problems, select an individual conclusion for each assignment, and produce an end result for each.

##### **AR-04-01-03 - Make a Drawing (Objective)**

C-NR - Critical-District Reporting Not Required

The students will make a drawing when asked. (REINFORCE)

##### **AR-04-01-04 - Identify Lines (Objective)**

C-NR - Critical-District Reporting Not Required

The students will identify lines in his external environment and in works of art. (REINFORCE)

##### **AR-04-01-05 - Create an Organized Design (Objective)**

S - Supporting

The students will create an organized design. (INTRODUCE)

##### **AR-04-01-06 - Make a Three-Dimensional Representation (Objective)**

S - Supporting

The students will make a three-dimensional representation of an observed form. (DEVELOP)

##### **AR-04-01-07 - Make a Two-Dimensional Representation (Objective)**

S - Supporting

The students will make a two-dimensional representation of an observed form. (DEVELOP)

**AR-04-01-08 - Use Space Effectively (Objective)**

C-NR - Critical-District Reporting Not Required

The students will make effective use of space in two- or three-dimensional works.

(MASTER)

**AR-04-01-09 - Use Positive and Negative Space (Objective)**

S - Supporting

The students will use positive and negative space in his work. (DEVELOP)

**AR-04-01-10 - Identify/Choose/Use/Care for Tools/Materials (Objective)**

C-NR - Critical-District Reporting Not Required

The students will identify, choose, use, and properly care for those tools and materials appropriate for a given task. (REINFORCE)

**AR-04-01-11 - Class Participation (Objective)**

S - Supporting

The students will participate in classroom discussion. (MASTER)

**AR-04-01-12 - Work Cooperatively With Others (Objective)**

C-NR - Critical-District Reporting Not Required

The students will work cooperatively with others. (REINFORCE)

**AR-04-02 AESTHETIC PERCEPTION (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.2.1 Use Terminology Relevant to the Art Form

Students will respond to, analyze, and make informed judgments about works in the Arts.

**AR-04-02-01 - Identify Primary and Secondary Colors (Objective)**

S - Supporting

The students will identify the primary and secondary colors. (DEVELOP)

**AR-04-02-02 - Color Terms (High/Low Contrast, Warm/Cool) (Objective)**

S - Supporting

The students will differentiate between the low and high color contrasts (INTRODUCE).

Students will differentiate between warm and cool colors. (DEVELOP)

**AR-04-02-03 - Distinguish Light/Dark Values (Objective)**

S - Supporting

The students will distinguish between light and dark values. (DEVELOP)

**AR-04-02-04 - Identify and Use Line (Objective)**

S - Supporting

The students will identify and use lines of differing quality, i.e. thick, thin, horizontal, vertical, and diagonal. (DEVELOP)

**AR-04-02-05 - Identify Basic Shapes; Positive/Negative Space (Objective)**

S - Supporting

The students will identify basic geometric shapes: circle, triangle, square, and rectangle.

(DEVELOP) The students will differentiate between a line and a shape. (DEVELOP)

They will identify positive and negative shapes. (INTRODUCE)

**AR-04-02-06 - Identify Forms; Distinguish From Shapes (Objective)**

S - Supporting

The students will differentiate between three-dimensional forms and two-dimensional shapes. The students will identify the basic forms: cylinder, sphere, cube, cone, and pyramid. (DEVELOP)

**AR-04-02-07 - Positive/Negative Space; Illusion of Distance (Objective)**

S - Supporting

The students will differentiate between positive and negative space. They will identify the illusion of space or distance in a composition. (DEVELOP)

**AR-04-02-08 - Define Texture (Objective)**

S - Supporting

The students will define texture. (DEVELOP)

**AR-04-03 HISTORICAL AND CULTURAL CONTEXT (Content Standard)**

State Standard and Benchmark Correlation:

FA4.1.1 Variety of Materials/Resources to Explore Arts

FA4.1.3 Collaborate in the Creative Artistic Process

FA4.2.2 Recognize/Describe Elements Relevant to Art Works

FA4.2.3 Personal Preferences for Specific Works/Styles

FA4.2.4 Describe Idea/Feeling About Experiencing Art Works

Students will demonstrate an understanding of the Arts in relation to history, culture, and contemporary society.

**AR-04-04-01 - Art History/Culture (Objective)**

S - Supporting

Students will explore works of art from various time periods and cultures.

**AR-04-04 APPLICATIONS TO LIFE (Content Standard)**

State Standard and Benchmark Correlation:

FA4.3.1 Artistic Works of Specific Cultures/Times/Places

FA4.4.2 Identify Terms Common to Arts/Other Disciplines

Students connect and relate the Arts to other disciplines and to society.

**AR-04-04-01 - Differentiate Various Forms of Art (Objective)**

S - Supporting

When viewing works of art, the students will differentiate between various forms of art: sculpture, still life, realistic, portrait, landscape, and abstract. (DEVELOP)

**AR-04-04-02 - Identify Various Media (Objective)**

S - Supporting

The students will identify the following media: painting, printmaking, clay, drawing, and photography. (INTRODUCE)

**AR-04-04-03 - Art and Other Disciplines (Objective)**

S - Supporting

Students will identify how art is incorporated into other disciplines (subject areas, everyday life, etc.).

# **Campbell County School District #1 Gillette, Wyoming**

## **Art - Fifth Grade**

The Elementary Art Program in Campbell County School District is based on the elements of art: line, color, shape, form, value, space, and texture and the Wyoming Fine and Performing Arts Standards. The Wyoming State Standards include: 1) Creative Expression, 2) Aesthetic Perception, 3) Historical and Cultural Content, and 4) Applications to Life. In Kindergarten, students are introduced to some of the elements of Art, including color, line, form, shape, and texture. In fifth grade, all of the elements of art are reviewed and reinforced in the students' art activities, in the projects they create, and in they view artwork. Students are introduced to additional famous artists as part of their study of art history. Emphasis is placed on understanding the importance of Art in the world around us.

### **AR-05-01 CREATIVE EXPRESSION THROUGH PRODUCTION (Content Standard)**

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.2.1 Describe Artistic Works Using Various Concepts

Students will create, perform, exhibit, or participate in the arts.

#### **AR-05-01-01 - Use Colors, Lines, Forms, Shapes, Textures (Objective)**

C - Critical--Assessment Reporting Required

In an array of projects, the students will use a variety of colors, lines, forms, shapes, and textures (actual or simulated) in an appropriate manner.

#### **AR-05-01-02 - Problem Solving (Objective)**

C - Critical--Assessment Reporting Required

The students will demonstrate solutions to given problems, select an individual conclusion for each assignment, and produce an end result for each.

#### **AR-05-01-03 - Make a Drawing (Objective)**

C-NR - Critical-District Reporting Not Required

The students will make a drawing when asked. (REINFORCE)

#### **AR-05-01-04 - Identify Lines in Environment and Artworks (Objective)**

C-NR - Critical-District Reporting Not Required

The students will identify lines in his external environment and in works of art. (REINFORCE)

#### **AR-05-01-05 - Create an Organized Design (Objective)**

S - Supporting

The students will create an organized design. (DEVELOP)

#### **AR-05-01-06 - Make a Three-Dimensional Representation (Objective)**

C-NR - Critical-District Reporting Not Required

The students will make a three-dimensional representation of an observed form. (MASTER)

#### **AR-05-01-07 - Make a Two-Dimensional Representation (Objective)**

C-NR - Critical-District Reporting Not Required

The students will make a two-dimensional representation of an observed form. (MASTER)

**AR-05-01-08 - Use Space Effectively (In 2-D or 3-D Work) (Objective)**

C-NR - Critical-District Reporting Not Required

The students will make effective use of space in two- or three-dimensional work.  
(REINFORCE)

**AR-05-01-09 - Use Positive and Negative Space (Objective)**

S - Supporting

The students will use positive and negative space in his work. (DEVELOP)

**AR-05-01-10 - Identify/Choose/Use/Care for Tools/Materials (Objective)**

C-NR - Critical-District Reporting Not Required

The students will identify, choose, use, and properly care for those tools and materials appropriate for a given task. (REINFORCE)

**AR-05-01-11 - Classroom Participation (Objective)**

C-NR - Critical-District Reporting Not Required

The students will participate in classroom discussion. (REINFORCE)

**AR-05-01-12 - Cooperation With Others (Objective)**

C-NR - Critical-District Reporting Not Required

The students will work cooperatively with others. (REINFORCE)

**AR-05-02 AESTHETIC PERCEPTION (Content Standard)**

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements, Principles

FA8.1.3 Collaborate W/Others in Creative/Artistic Process

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.2.3 Influence of Personal Experience to Interpret Art

Students will process, analyze, respond to, and make informed judgments about the Arts.

**AR-05-02-01 - Color (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand color as an element of art.

A - Main Components:

- **Primary and Secondary Colors:** The students will identify the primary and secondary colors. (REINFORCE)
- **Warm and Cool Colors :** The students will differentiate between warm and cool colors.(REINFORCE)
- **Low and High Color Contrasts:** The students will differentiate between high and low color contrasts. (REINFORCE)

B - Supporting Components:

- **Bright and Dull Colors:** The students will identify bright and dull colors. (DEVELOP)
- **Intermediate Colors:** The students will identify the intermediate colors. (DEVELOP)

**AR-05-02-02 - Value (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand value as an element of art.

- **Light and Dark Values:** The students will distinguish between light and dark values. (REINFORCE)



- **Color Tints and Shades:** The students will identify tints and shades of one color as a monochromatic color scheme. (DEVELOP)

**AR-05-02-03 - Line (Objective)**

C-NR - Critical-District Reporting Not Required

The students will identify and use lines of differing quality, i.e. thick, thin, horizontal, vertical, and diagonal. (MASTER)

**AR-05-02-04 - Shape (Objective)**

C-NR - Critical-District Reporting Not Required

Students will identify and understand the concepts of shape:

- Identify Basic Geometric Shapes (MASTER)
- Differentiate Between a Line and a Shape (MASTER)
- Identify Positive and Negative Shape (DEVELOP)

**AR-05-02-05 - Basic Forms; 3-D Forms vs. 2-D Shapes (Objective)**

C-NR - Critical-District Reporting Not Required

The students will differentiate between three-dimensional forms and two-dimensional shapes. The students will identify the basic forms: cylinder, sphere, cube, cone, and pyramid. (MASTER)

**AR-05-02-06 - Space (Objective)**

C-NR - Critical-District Reporting Not Required

Students will identify and understand concepts of Space:

- Positive and Negative Space (MASTER)
- Illusion of Space or Distance (DEVELOP)

**AR-05-02-07 - Define Texture (Objective)**

C-NR - Critical-District Reporting Not Required

The students will define texture. (MASTER)

**AR-05-03 HISTORICAL AND CULTURAL CONTEXT (Content Standard)**

State Standard and Benchmark Correlation:

FA8.1.2 Prepare/Revise Works for Presentation

Students will demonstrate an understanding of the Arts in relation to history, culture, and contemporary society.

**AR-05-03-01 - Art History/Culture (Objective)**

S - Supporting

Students will identify, describe, and incorporate their knowledge of art history and art culture into their own works of art.

**AR-05-04 APPLICATIONS TO LIFE (Content Standard)**

State Standard and Benchmark Correlation:

FA8.3.01 Identify/Describe Art of Specific Cultures/Times

Students will connect and relate the Arts to other disciplines and to society.

**AR-05-04-01 - Differentiate Between Various Forms of Art (Objective)**

C-NR - Critical-District Reporting Not Required

When viewing works of art, the students will differentiate between various forms of art: sculpture, still life, realistic, portrait, landscape, and abstract. (REINFORCE)

**AR-05-04-02 - Identify Media (Objective)**

S - Supporting

The students will identify the following media: painting, printmaking, clay, drawing, and photography. (DEVELOP)

**AR-05-04-03 - Art and Other Disciplines (Objective)**

S - Supporting

Students will identify how art is incorporated into other disciplines (subject areas, everyday life, etc.).

last update 3/09/2009

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# Campbell County School District # 1

## Gillette, Wyoming

### Art - Sixth Grade

The Elementary Art Program in Campbell County School District is based on the elements of art: line, color, shape, form, value, space, and texture and the Wyoming Fine and Performing Arts Standards. The Wyoming State Standards include: 1) Creative Expression, 2) Aesthetic Perception, 3) Historical and Cultural Content, and 4) Applications to Life. In Kindergarten, students are introduced to some of the elements of Art, including color, line, form, shape, and texture. In sixth grade, all of the elements of art are reviewed and reinforced in the students' art activities, in the projects they create, and as they view artwork. Students review the famous artists they have learned about and do culminating activities as part of their study of art history. Emphasis is placed on understanding the importance of Art in the world around us.

#### **AR-06-01 CREATIVE EXPRESSION THROUGH PRODUCTION (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

FA8.1.2 Prepare/Revise Works for Presentation

Students will create, perform, exhibit, or participate in the Arts.

ASSESSMENT: The students will demonstrate solutions to given problems, select an individual conclusion for each assignment, and produce an end result for each.

##### **AR-06-01-01 - Make a Drawing (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will make a drawing when asked. (REINFORCE)

##### **AR-06-01-02 - Identify Lines (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will identify lines in their external environment and in works of art. (REINFORCE)

##### **AR-06-01-03 - Create an Organized Design (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will create an organized design. (MASTER)

##### **AR-06-01-04 - Make Three-Dimensional Representation (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will make a three-dimensional representation of an observed form. (REINFORCE)

##### **AR-06-01-05 - Make a Two-Dimensional Representation (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will make a two-dimensional representation of an observed form. (REINFORCE)

##### **AR-06-01-06 - Use Space Effectively (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will make effective use of space in two- or three-dimensional work. (REINFORCE)

##### **AR-06-01-07 - Use Positive and Negative Space (Objective)**

S - Supporting

The students will use positive and negative space in his work. (DEVELOP)

**AR-06-01-08 - Identify/Choose/Use/Care for Tools/Materials (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will identify, choose, use, and properly care for those tools and materials appropriate for a given task. (REINFORCE)

**AR-06-01-09 - Class Participation (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will participate in classroom discussion. (REINFORCE)

**AR-06-01-10 - Cooperate With Others (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will work cooperatively with others. (REINFORCE)

**AR-06-02 AESTHETIC PERCEPTION (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

FA8.1.1 Variety of Materials, Skills, Elements

FA8.1.3 Collaborate W/Others in Creative/Artistic Process

FA8.2.1 Describe Artistic Works Using Various Concepts

FA8.2.2 Materials, Techniques, Technology, Processes

FA8.2.3 Influence of Personal Experience to Interpret Art

Students will process, analyze, respond to, and make informal judgments about the Arts.

ASSESSMENT: The students will view various types and forms of art and identify varying qualities about them.

**AR-06-02-01 - Differentiate Various Forms of Art (Objective)**

C-CS - Critical-Assessment at Content Standard

When viewing works of art, the students will differentiate between various forms of art: sculpture, still life, realistic, portrait, landscape, and abstract.

ASSESSMENT: The students will view various types and forms of art and identify varying qualities about them.

**AR-06-02-02 - Identify Various Media (Objective)**

S - Supporting

The students will identify the following media: painting, printmaking, clay, drawing, and photography. (DEVELOP)

**AR-06-02-03 - Color (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will understand color as an element of art.

A - Main Components:

- **Primary and Secondary Colors:** The students will identify the primary and secondary colors. (REINFORCE)
- **Warm and Cool Colors :** The students will differentiate between warm and cool colors. (REINFORCE)
- **Low and High Color Contrasts:** The students will differentiate between high and low color contrasts. (REINFORCE)

B - Supporting Components:

- **Bright and Dull Colors:** The students will identify bright and dull colors. (DEVELOP)

- **Intermediate Colors:** The students will identify the intermediate colors. (DEVELOP)

**AR-06-02-04 - Value (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will understand value as an element of art.

- **Light and Dark Values:** The students will distinguish between light and dark values. (REINFORCE)
- **Color Tints and Shades:** The students will identify tints and shades of one color as a monochromatic color scheme. (DEVELOP)

**AR-06-02-05 - Lines (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will identify and use line of differing quality, i.e. thick, thin, horizontal, vertical, and diagonal. (REINFORCE)

**AR-06-02-06 - Shape (Objective)**

C-CS - Critical-Assessment at Content Standard

- The students will identify geometric shapes: circle, triangle, square, and rectangle. (REINFORCE)
- The students will differentiate between a line and a shape. (REINFORCE)
- The students will identify positive and negative shape. (MASTER)

**AR-06-02-07 - Form (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will differentiate between three-dimensional forms and two-dimensional shapes. The students will identify the basic forms: cylinder, sphere, cube, cone, and pyramid. (REINFORCE)

**AR-06-02-08 - Space (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will differentiate between positive and negative space. (REINFORCE)

The students will identify the illusion of space or distance in a composition. (MASTER)

**AR-06-02-09 - Texture (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will define texture. (REINFORCE)

**AR-06-03 ART HISTORY/CULTURE (Content Standard)**

C - Critical - Assessment Required

State Standard and Benchmark Correlation:

FA8.3.1 Identify/Describe Art of Specific Cultures/Times

FA8.3.2 How History/Culture/the Arts Influence Each Other

Students will demonstrate an understanding of the Arts in relation to history, cultures, and contemporary society.

**AR-06-03-01 - Art History/Culture (Objective)**

C-CS - Critical-Assessment at Content Standard Level

Students will identify, describe, and incorporate their knowledge of art history and art culture into their own works of art.

**AR-06-04 APPLICATIONS TO LIFE (Content Standard)**

C - Critical - Assessment Required

State Standard and Benchmark Correlation:

FA8.4.2 Identify Elements Common to Arts/Other Disciplines

Students will connect and relate the Arts to other disciplines.

**AR-06-04-01 - Art and Other Disciplines (Objective)**

C-CS - Critical-Assessment at Content Standard Level

Students will identify how art is incorporated into other disciplines (subject areas, everyday life, etc.).

last update 3/09/2009

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