

**Green Township School District
Grade K-2 Marking Period Visual Arts Benchmarks**

Report Card Indicators	Grades K-2		
	MP #1	MP #2	MP #3
The basic elements of art and principles of design govern art creation and composition. 1.1.2.D.1			
	<ul style="list-style-type: none"> ● Identify and name the basic elements of art and principles of design in diverse types of artwork. ● Look at various artworks in different lessons. ● Discuss the elements and principles that the student observes. 	<ul style="list-style-type: none"> ● Identify circle, square, triangle, rectangle, various lines and shapes and straight and curved lines. 	<ul style="list-style-type: none"> ● Identify relationships, side by side, outside and inside, and top and bottom and right and left.
Identify a variety of colors 1.1.8.A 1-7, 1.4.8. A.A1-2, 1.3.8.D.1-6, 1.4.8.A.1-7			
	<ul style="list-style-type: none"> ● Match a color name with a color. ● Name colors that can be mixed. 	<ul style="list-style-type: none"> ● Name the secondary and primary colors. 	<ul style="list-style-type: none"> ● Demonstrate understanding of color by mixing primary colors and create secondary colors.
Recognize contrasting qualities in works of art.1.1.8.A.1-21.2.8.A.1-2, 1.3.8.D.1-6			
	<ul style="list-style-type: none"> ● Demonstrate understanding of big/little, square/round, and long/short. 	<ul style="list-style-type: none"> ● Identify the different lines: straight, curved, zig-zag, and wavy thick, thin, vertical, horizontal, and diagonal 	<ul style="list-style-type: none"> ● Identify two main kinds of shapes (geometric and organic)
Recognize art of both known and emerging artists as well as peers in a step towards visual literacy. 1.1.8.A.1-2, 1.2.8.A.1-2, 1.3.8.D.1-6, 1.4.8.A.1-71.4.8.B.1-3			

	<ul style="list-style-type: none"> Recognize artworks that tell stories. Express through an artist's paintings or creations, the story their art tells. 	<ul style="list-style-type: none"> Recognize similarities in artworks themes in color, and subject matter including landscape, still life and portrait. 	<ul style="list-style-type: none"> Demonstrate a growing ability to relate personal experiences, thoughts and ideas related to presented artworks of the artists presented.
Demonstrate the safe and appropriate use and care of materials and tools.1.1.2.D.2, 1.1.5.D.1			
	<ul style="list-style-type: none"> Use scissors, and crayons appropriately and return to labeled containers after use. 	<ul style="list-style-type: none"> Use markers appropriately and return to containers with caps put back on correctly. 	<ul style="list-style-type: none"> Wash paint brushes properly and return to storage areas by sink bristle side up. Help clean up art room tables by discarding newspaper and scraps and return materials to designated bins and containers.
Demonstrate the use of originality/ imagination when creating a work of art.1.1.2.D.1, 1.1..D.2, 1.1.5.D.1, 1.1.5.D.2,1.1.8.D.1			
	<ul style="list-style-type: none"> Create a work of art that represents oneself: ie: student self portrait that represents the students perception of themselves visually. Include detail such as facial features and clothing and even the background where the student lives. Include family members or important people in a student's life is an opportunity to tell their own personal story. 	<ul style="list-style-type: none"> Tell a story about an event in the student's life or experience through a drawing or painting. The story could be imagined or something the student hopes for or dreams about in the future. 	<ul style="list-style-type: none"> Create a card or painting for a friend or family member that connects personally to a life experience that represents a special or important moment in the past or upcoming future. Recognize and appreciate others in our lives or someone who serves our country is an option.

Know the language of the arts. 1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.5

- Identify the appropriate use for smooth and rough texture.

- Through the use of sketchbook assignments encourage others with what they see positive in the work of others using vocabulary learned from the elements and principles of design.

- Learn to critique others and themselves through positive discussion about what works visually and aesthetically. Students should begin to develop conversation