

Specific Learner Expectations

**Investigation and the Creative Process**

*The development of imagination, technical skills and creativity through exploration, experimentation and self-expression.*

**Elements and Principles of Art and Design**

*The theoretical and practical aspects of visual expression, incorporating both ideas and components (such as balance, colour, form, pattern, repetition, harmony).*

**Reflection and Appreciation**

*The study and evaluation of a range of artworks (including student's own) to develop understanding and appreciation of the world of visual expression around them.*

**Visual Art in Society**

*The role that visual arts play in societies of diverse cultures and time periods, both familiar and unfamiliar.*

Show familiarity with and experiment with a variety of age appropriate art materials (with the assistance of an adult).

Demonstrate beginning level familiarity with:

- Gluing
- Tearing
- Cutting with scissors
- Painting
- Drawing
- Simple modeling

Recognize some shapes and colors.

Recognize that making art is enjoyable.

Recognize that people make art.

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Show familiarity with and experiment with different art tools and techniques.

Show developing confidence in using a variety of age appropriate art tools and materials.

Work individually and in small groups.

Begin to treat tools and materials with care.

Demonstrate improved skills in:

- Gluing
- Tearing
- Cutting with scissors
- Painting
- Drawing
- Simple modeling

Create artwork that incorporates simple art concepts.

Identify basic shapes and colors.

Recognize that people make art.

Recognize that making art is enjoyable.

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Confidently express themselves when given age appropriate art materials.

Explore the following visual art techniques and materials and begin using them to creatively express their ideas and experiences:  
Glue, fasten, fix, tear, cut with scissors and perforate with growing proficiency.

Paint with a variety of tools.

Execute basic drawing.

Make simple prints.

Construct simple collage tasks.

Perform simple modeling and construction tasks.

Create artwork that incorporates simple art concepts and talk about their work

Show their awareness of primary colors and lines.

Recognize that art can show feelings and ideas.

Demonstrate an emerging awareness of differences in artworks and artifacts.

Recognize that looking at art is enjoyable.

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Experiment with a range of art techniques and recognize that different techniques produce different qualities.

Build upon previous learning with regard to self-expression with a growing range of art tools and materials.

Sustain focus for increased length of time when engaged in art activities.

Create art in response to a variety of stimuli.

Draw clear links between their activities in the art studio and in other class experiences.

Create artwork that incorporates simple art concepts and talk about their work

Show awareness of secondary colors and texture.

Describe what they notice in art works.

Begin to recognize what art materials were used in a piece of art work.

Respond to art visually, orally or physically.

Begin to recognize that artworks have similarities and differences.

Show curiosity and ask questions about art.

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<p>Begin to develop a purposeful approach to working with art materials and techniques.</p> <p>Create art in response to a growing variety of stimuli.</p> <p>Expand and build upon exploring a growing range of art tools, material and techniques in both two and three-dimensional work.</p> <p>Begin to recognize stages in the creative process.</p> <p>Begin to appreciate the importance of exhibiting and sharing one's artwork.</p>	<p>Begin to recognize a variety of line qualities in art.</p> <p>Develop an awareness of pattern and values.</p> <p>Begin to mix colors more purposefully.</p>	<p>Express an opinion about an artwork.</p> <p>Begin to recognize and use basic art vocabulary.</p> <p>Begin to describe similarities and differences between art works.</p> <p>Begin to identify art elements when viewing works of art.</p>	<p>Recognize that experiences can inspire people to make art.</p> <p>Begin making personal connections to art works.</p> <p>Demonstrate an emerging awareness of fundamental elements when viewing works of art.</p>

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Select tools and materials purposefully.

Demonstrate developing control of tools, materials and processes.

Sharpen powers of observation.

Engage in more in depth involvement with tools, materials and techniques.

Identify stages of the creative process.

Recognize and describe meaningful links between their activities within the art studio and experiences in other learning environments.

Begin to manipulate art elements for specific purposes.

Explore transitions between two and three dimensional genres in the development of concepts.

Recognize that humans have used art as a means of communicating.

Deepen personal response to works of art.

Identify elements when viewing works of art.

Demonstrate curiosity and ask questions about works of art and artists.

Begin to express meaningful opinions when responding to works of art.

Explore a variety of artworks from different times, places and cultures.

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<p>Select from a greater variety of tools and materials purposefully.</p> <p>Demonstrate growth in control of tools, materials and processes.</p> <p>Demonstrate growth in observational skills and the ability to create art from direct observation.</p> <p>Engage in art experiences, which involve a basic exploration of art genres, and related processes.</p> <p>Identify and describe stages in the creative process.</p> <p>Demonstrate growth in the appreciation of exhibiting and sharing one's artwork.</p>	<p>Employ art elements to achieve specific purposes.</p> <p>Plan and create a piece of sculpture to express an aesthetic feeling.</p> <p>Identify and describe fundamental elements when viewing works of art.</p>	<p>Begin to ask relevant questions to expand understanding about works of art and the artists who created them.</p> <p>Describe personal responses to works of art from a variety of sources.</p>	<p>Recognize that art is used as a means of communicating feelings as well as information.</p> <p>Begin to understand that a works of art can be created with the intention of provoking an emotional response.</p> <p>Identify and analyze the use of fundamental elements when viewing works of art.</p>

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<p>Select tools and materials for specific purposes with growing independence.</p> <p>Confidently use tools, materials and demonstrates growth in skills and craftsmanship.</p> <p>Use growing observational skills as a source for ideas in the planning and designing of art projects.</p> <p>Begin to plan and produce art projects, which demonstrate growing skills with a wider variety of tools, materials and methods.</p> <p>Assume a degree of responsibility for navigating through the various stages in the production of art projects.</p> <p>Begin to assume an active role in exhibition planning and displays of student artwork.</p>	<p>Combine art elements to achieve specific purposes.</p> <p>Plan and create a piece of three-dimensional art, which communicates a concept using symbolic representations.</p>	<p>Sustain focus on and actively participate in the investigation of selected art topics.</p> <p>Critique and make informed judgments about artworks and artifacts.</p>	<p>Recognize that artists have reasons for the selections and decisions they make in the production of art works.</p> <p>Describe the relationship between elements and images used in a piece of art.</p> <p>Maintain a sustained focus on and an active participation in the investigation of selected art topics.</p>