



2020 Visual Arts *Standards of Learning*



Instructional Guide Kindergarten-Grade Five

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Introduction

The Visual Arts Instructional Guide for Kindergarten through Fifth Grades, a companion document to the [2020 Visual Arts Standards of Learning](#), amplifies the Standards by defining the core knowledge and skills in practice, supporting teachers and their instruction. Instructional supports are accessible on the [fine arts instruction page of the VDOE website](#) and support the decisions local school divisions must make concerning local curriculum development and how best to help students meet the goals of the standards. The local curriculum should include a variety of information sources, readings, learning experiences, and forms of assessment to create a rigorous instructional program.

The Instructional Guide is divided into sub-sections for each strand: Understanding the Strand, Standards, Concepts, Supporting Questions, Student Look-fors, Assessment Strategies, Content Connections, and Instructional Supports. The purpose of each section is explained below.

Understanding the Strand

The Visual Arts *Standards of Learning* are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, they are integrated throughout visual arts instruction, regardless of the learning experience.

Standards

All Standards can be viewed by strand in the [Visual Arts SOL Progression Chart for Kindergarten - Grade Five](#).

Concepts

This section outlines concepts that transcend grade levels and weave through the K through 12 programs as appropriate at each level. Each numbered standard in grades K-12 relates to the corresponding concept. The concepts for each strand are listed in this section of the Instructional Guide.

Supporting Questions

Supporting questions frame student inquiry and promote students' critical thinking. They serve as a focal point around which students investigate and explore a topic. Supporting questions can guide student research, discussions, and problem-solving throughout a lesson or unit. Good supporting questions are open-ended, challenging, age-appropriate, and relevant to real-world issues. Supporting questions engage students in critical thinking to examine and explore multiple perspectives. These questions do not have definitive answers.

Skills in Practice

Skills in Practice are sample learning experiences that a teacher could expand on to facilitate the achievement of concepts of the SOL in the strand. Skills in practice could relate to one or multiple concepts of the strand. If standards are the *what*, then Skills in Practice are the *how*. The learning activities in this section are designed and curated by experienced Virginia teachers. Curriculum writers and teachers could use these strategies to plan instruction and deepen their understanding of broader unit and course objectives. ***This is not meant to be an exhaustive list of applicable strategies.***

Student Look-fors

Student look-fors represent observable measures of student success. They answer the question: What will a teacher see from students when they are successfully meeting learning objectives based on standards? Look-fors could be used to assist educators in developing assessment of learning throughout the year.

Assessment Strategies

For each strand, examples of formative and summative assessments are listed. Strategies listed for each strand can assist educators in developing ways to assess student learning of the concepts and skills in the strand. In practice, skills based on standards from different strands should be integrated throughout instruction and in assessment.

- **Diagnostic assessment**, a form of pre-assessment given prior to instruction, helps identify the level of student skills and knowledge, provides a starting point for designing instruction, and helps teachers identify long- and short-term plans. Diagnostic assessment also provides teachers with baseline measures for each student, allowing the measurement of student growth.
- **Formative assessments** are used informally and continuously during instruction to monitor student progress and learning. Teachers use formative assessments to identify learning gaps; adjust for differentiation; solicit and provide quick actionable feedback; refine instructional practice; and involve students in decision-making about their learning. Students can learn about strengths and weaknesses and address own development toward learning targets. Formative assessments may or not be graded and are generally low-stakes assignments that bridge to larger summative assessments.
- The purpose of **summative assessments** is to evaluate a student's understanding of skills, knowledge, and techniques definitively at the end of a unit. They are the final evidence of student learning and determine the extent to which students have mastered skills and met the stated learning objectives. Teachers utilize summative assessments to:
 - Communicate to students and parents how well a student has met a learning goal.
 - Measure and reflect on instructional effectiveness, adjusting if necessary.
 - Provide the teacher with data that will help guide future instruction.

Content Connections

Potential connections across disciplines are described by theme, with related standards listed for each content area. Teachers can build off the instructional strategies to design learning experiences that meet high standards in multiple disciplines. Students meet cross-curricular learning objectives when they explore connections between disciplines to gain deeper learning in each content area.

Instructional Supports

Instructional supports listed in this section include instructional plans, support materials, and national and state instructional materials. Additional instructional supports are available on the [Visual Arts Instructional Resources page of the VDOE website](#).

- The VDOE fine arts program has created a resource called [Key Features of Effective Lesson and Unit Plans](#). This resource is intended to be used by educators, school, and division leadership to evaluate instructional materials for quality. When lesson plans, unit plans, and other instructional activities are from outside sources, division staff and educators may use and adapt these key features to evaluate the materials. In addition, these key features can be used as a guide for locally developed instructional materials that support the curriculum.
- The [Visual Arts Teacher Observations](#) resource supports school and division administrators in observations and coaching conversations for visual arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the 2020 Fine Arts *Standards of Learning*. The instructional strategies listed in this resource do not encompass what could be seen in a single observation session. Instead, the observer would see these characteristics over time. The strategies in this list can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning community. It could also be a tool for teacher self-reflection. The Visual Arts Teacher Observations resource **is not meant to be evaluative**; therefore, school divisions should employ their evaluation systems for formal evaluation purposes.

Creative Process

Understanding the Strand

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing solutions, discussing ideas, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision as an artist.

Standards

[Creative Process – Visual Arts Kindergarten-Grade Five](#)

Concepts

1. Demonstrate creative thinking by employing originality, flexibility, fluency, and imagination in the development of artwork.
2. Understand and apply creative processes for developing ideas and artwork.

Supporting Questions

- How do artists assemble and maintain a portfolio that includes process work and finished artistic products?
- How can artists generate ideas?
- How can artwork be exhibited?
- How do artists work?
- What are steps of creative processes that artists use?
- What is creativity?

Skills in Practice

- Bring in local artists to share their work and insight into their creative processes. This can inspire students and help them understand different approaches to artmaking.
- Challenge your students to tackle artmaking challenges with innovative and creative solutions.
- Display a well-known artwork alongside the artist's preparatory sketches. Lead a discussion to help students analyze how these sketches contributed to the final piece and explore the transformation of ideas from one stage to another.
- Divide the artistic process into manageable steps, allowing students to practice and discuss each component as they develop their artwork.
- Organize brainstorming sessions where students can generate solutions to creative problems, both individually and in small groups, as well as together as a class.
- Show students how to create a series of sketches to plan their artwork. After the demonstration, have them use sketching to brainstorm and refine their own ideas.
- Teach students the importance of using journals and sketchbooks for recording ideas, inspirations, and sketches. Share various examples to show how different artists document their creative processes, including warm-ups, observational drawings, thumbnail sketches, notes, and reflections.
- Use warm-ups, games, and creative exercises to inspire students' imaginative and flexible thinking.
- Utilize open-ended questions during class discussions to promote deeper thinking and encourage students to share their unique ideas and perspectives.

Student Look-fors

- Applies imaginative or creative artistic choices to personal works of art
- Develops art-related research or inquiry questions for investigation
- Develops and tracks personal goals for artmaking
- Engages in creative problem-solving
- Experiences and follows sequences/steps of a creative process
- Generates multiple ideas for an artmaking prompt
- Incorporates feedback to revise artwork
- Uses visual journals or sketchbooks to document ideas, processes, and reflections

Assessment Strategies

- At the end of a class, encourage students to reflect on their work by sharing one thing they learned or enjoyed that day on an exit ticket.
- Define simple and age-appropriate learning goals for sketchbook assignments, thumbnail sketches, artist statements, and creative challenges to guide students' artistic development.
- Facilitate age-appropriate peer-to-peer feedback during critiques. Teach students how to give constructive feedback, focusing on one positive aspect and one area for improvement.
- Have students compile a portfolio that includes process work and finished projects.
- Observe students as they create, noting their progress and identifying any challenges they may face. Use these observations to provide tailored support and encouragement as needed.
- Utilize interactive methods such as gallery walks where students can view each other's work and give feedback.

Content Connections

- **Kindergarten - Building Vocabulary: Visual Arts K.2.a and English K.RV.1.B** - Part of learning vocabulary is being aware of not knowing a word's meaning and questioning unknown words. Questioning is also a part of the creative process. Engage students in asking questions about unknown words related to art, artmaking skills, and concepts discussed in class.
- **Grade Two - Generating Predictions: Visual Arts 2.1.b and English 2.RL.1.D** - Generating predictions demonstrates comprehension of literary text with key details of the characters and plot. Using artmaking to generate predictions for imaginary scenes reflects the ability to comprehend key ideas and plot details. Teach students to generate predictions from a story and use art media to depict characters, scenes, or experiences, demonstrating comprehension of plot details.
- **Grade Four - Artmaking and Physical Geography: Visual Arts 4.1.a, 4.1.b and History and Social Science VS.1.a, VS.1.b, VS.1.c** - Geography is central to understanding the lives of Virginia's peoples, past and present. To aid geographic understanding, students can generate creative ideas for a Virginia map's materials, structure, and visuals. Facilitate group processes to generate ideas to create an artful map locating Virginia and its bordering states and adding symbols and visuals of various materials and media to describe the physical characteristics of different regions, both land and water.

Instructional Supports

- [Columbus Museum of Art: Making Creativity Visible](#) - The Making Creativity Visible project is grounded in the Making Learning Visible work of the Project Zero research group of the Harvard Graduate School of Education.

- [Teacher Video: Creative Thinking Strategies for 5th Grade Visual Arts](#) - In this short video (2:35), a Virginia art teacher shares a strategy for teaching creative thinking by enabling students to express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.
- [Teacher Video: Creative Process for Elementary Visual Arts](#) - In this video (4:53), a Virginia art educator shares strategies for guiding students through creative processes in elementary art.
- [The Kennedy Center: Thought-Provoking Art](#) – Discover how to meld classroom activities with art as a starting point to critical thinking and creativity.

Critical Thinking and Communication

Understanding the Strand

Students analyze art when they describe artworks using appropriate vocabulary, classify properties of works in various ways, compare and contrast aspects of art and recognize properties and characteristics of artworks. Students interpret the work of self and others for messages and meaning. Evaluating the work of self and others allows students to apply content knowledge and develop informed responses to artistic works. Students recognize and articulate personal preferences, beliefs, and opinions regarding art. Students examine their opinions, attitudes, and beliefs regarding art and recognize the value of learning about the diverse responses of others.

Collaboration and communication skills for visual arts include working toward a common goal, compromise, sharing responsibility, caring for materials and workspaces, teamwork, active listening for understanding, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

Standards

[Critical Thinking and Communication Kindergarten – Grade Five](#)

Concepts

3. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.
4. Formulate and justify personal responses to visual arts.
5. Apply collaboration and communication skills for visual arts works and processes.

Supporting Questions

- How can we evaluate art?
- How can you participate in a group to create a work of art?
- How or why is art defined differently by different people?
- What criteria might we use to evaluate art?
- What does it mean to analyze a work of art?
- What is an artist's style?
- What is art?

- What key vocabulary words help us discuss art with one another?
- Who chooses the criteria used to evaluate art? Where does it come from?
- Who or what gives creative work value? How might that be different for different people?

Skills in Practice

- Demonstrate how to self-assess personal artwork and offer developmentally appropriate strategies for students to do the same.
- Display a work of art that conveys a specific mood. Brainstorm a list of words that describe this mood and discuss how elements within the artwork contribute to it.
- Encourage students to express their opinions in discussions about art. Use sentence frames to help guide student thinking.
- Ensure evaluation criteria are clearly aligned with instructional goals and requirements for each lesson and unit.
- Explicitly introduce relevant key terms and vocabulary before engaging students in discussions and writing about art.
- Facilitate collaborative artmaking experiences and discuss why artists might choose to collaborate with others in creating their works.
- Have students examine narrative artworks and write or discuss the stories they interpret. Encourage them to think about events that may have occurred before or after the scene depicted.
- Introduce the "See, Think, Wonder" thinking routine. Have students note what they see, their interpretation, and their questions about the artwork. Facilitate discussions about their conclusions.
- Model how and why artists reflect on their work and use artist statements to convey their thoughts, purposes, and reflections.
- Model simple critiquing processes for artwork and allow students to critique works individually or in groups.
- Offer a broad selection of artworks based on themes, subjects, styles, techniques, or genres rather than focusing on a single artist. This encourages students to explore various artistic solutions and appreciate their creativity.
- Teach students how to select works for an exhibition. Have them use reflective strategies to curate their selections and explain their choices, including the curatorial processes involved.
- Work with students to establish norms, procedures, and expectations related to how students communicate with and work together in the art classroom.

Student Look-fors

- Demonstrates active listening in art discussions
- Demonstrates responsibility for the art room spaces and tools
- Describes how the elements of art communicate meaning
- Evaluates the work of self and others using appropriate art vocabulary and established criteria
- Expresses opinions and ideas using relevant art vocabulary
- Gives and receives constructive feedback
- Participates actively in the class community in a variety of roles and responsibilities

Assessment Strategies

- As students work on their projects, circulate around the room to engage in conversations about how they use artistic elements to communicate meaning. Offer guiding questions that help them reflect on their decisions and articulate their thought processes.
- Create a simple pre-assessment that allows students to express what they know about art vocabulary and analysis. This could be a short drawing or a few sentences about their favorite artist or artwork.
- Create a simple rubric focused on writing artist statements. Highlight specific key terms and phrases they should try to incorporate, building their confidence as they express themselves artistically.
- Establish clear, understandable learning objectives for artist statements. Share these with students in kid-friendly language so they know what success looks like, perhaps even creating a visual chart that illustrates the objectives and expected outcomes.
- Facilitate structured group discussions around specific art-focused questions. Use a “talking piece” to ensure everyone has a chance to contribute and assess engagement by noting who participates actively and who may need encouragement to share their ideas.
- Provide immediate and frequent individual feedback through guiding questions to help students analyze their own artwork.
- Use sentence frames like "I notice...", "I wonder...", and "I think..." to guide students in describing and analyzing artworks.

Content Connections

- **Kindergarten - Describing Personal Connections and Experiences: Visual Arts K.4 and English K.C.2.A, K.C.2.B** - Students describe personal connections to artwork while demonstrating speaking and presenting skills including describing personal experiences in complete sentences and speaking audibly. Guide students to share personal connections to art, using complete sentences. Sentence stems can be provided to enhance oral language practice.
- **Grade One - Writing and Communication: Visual Arts 1.4 and English 1.C.1.A** - Expressing oneself orally and in writing promotes early literacy skills. In art, students share responses, preferences, and opinions. Guide respectful discussions where students share responses to different works of art. Students can ask questions to clarify their understanding and explain why viewers may have different opinions.
- **Grade One - Communication "Contrasts" or "Opposites" or "Same or Different?": Visual Arts 1.3 and English 1.RV.1** - An important component of kindergarten is understanding words critical to comprehending texts and experiences through explicit vocabulary instruction. Give student-friendly definitions of contrasting terms, providing examples and non-examples of the word in context. Teach terminology related to art and artmaking such as dark/light value, warm/cool colors, thin/thick lines, organic/geometric shapes, and high/low objects or close/far-away in a composition.
- **Grade Two - Point of View/Perspective: Visual Arts 2.4, English 2.W.1** - Point of View/Perspective: Developing critical thinking skills through analyzing, interpreting, and evaluating work allows students to justify and articulate personal responses, beliefs, and opinions about art. Instructional strategies may include writing an opinion piece describing the student's point of view (opinion) of how works of art evoke personal ideas and emotions, including reasons and supporting details.

Instructional Supports

- [National Gallery of Art: Teaching Critical Thinking Through Art](#) - In this interactive online course for teachers of all levels and subjects, learn how to integrate works of art using artful thinking routines and effective strategies from Project Zero at Harvard University.
- [Project Zero \(PZ\) Thinking Routines Toolbox](#) - A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking. PZ researchers designed thinking routines to deepen students' thinking and to help make that thinking "visible."
- [Teacher Video: Art Image Sorts](#) - In this video (4:00), a Virginia elementary art teacher shares how to cover Visual Arts SOLs in the Critical Thinking and Collaboration Strand by engaging students in image sorting.
- [The Kennedy Center: Art Critiques Made Easy](#) - This guide provides 7 tips for leading classroom discussions in critiquing works of art.

- [The Kennedy Center: Painting: The Art of Self Expression](#) -This K-2 lesson demonstrates the interpretation of art and styles through key vocabulary when discussing art and artists' techniques in paintings.
- [Virginia Museum of Fine Arts \(VMFA\): Critical Thinking](#) - Explore VMFA interactive activities related to critical thinking.

History, Culture, and Citizenship

Understanding the Strand

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating art from the perspective of many time periods, people, and places. Students understand that visual arts are integral to communities and cultures. Students identify and interact with art as community members and citizens, developing a lifelong engagement with art as supporters, advocates, creators, and informed viewers. Students identify and understand ethical and legal considerations for responsibly engaging with art resources and source materials.

Standards

[History, Culture, and Citizenship - Visual Arts Kindergarten - Grade Five](#)

Concepts

6. Understand cultural and historical influences of visual arts.
7. Understand visual arts as a form of community engagement.
8. Identify and understand ethical and legal considerations for engaging with and using resources and source materials.

Supporting Questions

- How is art part of our everyday lives?
- What is the purpose of an art museum?
- Where or how is art showcased in my community?
- How has art impacted my community in positive ways?
- What are copyright and intellectual property, and why do they matter?
- How does art help us understand the lives of people of different times, places, and cultures?
- How does art reflect the time period and context of the world in which it was created?
- What are reliable sources for researching art and exploring art topics?
- How is art connected to the world around us?

Skills in Practice

- Create a project where students research local artists and prepare questions about their artistic processes and community contributions. Invite these artists to answer students' questions and share their experiences.
- Define the concept of public art and brainstorm locations where students may have seen it. Divide students into teams to collaborate on designing a piece of public art, ensuring they consider the community's identity and values in their projects.
- Display examples of decorative arts from colonial Virginia, like quilts or paper cutouts. Lead a hands-on activity where students create their own pieces inspired by these traditions, using materials relevant to their designs.
- Gather examples of textiles from various cultures and display them in the classroom. Organize a class discussion for students to compare their visual properties and meanings, leading to an activity where they design their own symbolic textiles.
- Introduce a specific theme (e.g., nature, community) and ask students to choose artworks representing this theme.
- Organize a lesson on historical artifacts or artworks, using primary sources to illustrate their significance.
- Prepare a selection of artworks depicting human activities from various cultures and time periods. Facilitate discussions that prompt students to reflect on how art reflects human experiences, emphasizing connections between the past and present.
- Present different forms of pictographic writing, such as hieroglyphics and modern emojis. Guide students in creating their own symbolic alphabets, encouraging them to discuss their design choices with the class.
- Present information about copyright rules and the importance of originality.
- Provide time for students to share their curated collections with the class, emphasizing personal interpretations and storytelling.
- Select a range of artworks from different cultures to display. Then, lead a class discussion that prompts students to compare subject matter, techniques, and styles.
- Share examples of indigenous artworks and engage students in discussing their origins, purposes, and meanings. Provide art examples from indigenous cultures and create a respectful space for learning and understanding.
- Work with students to create a map showcasing local artists, artworks, and artistic sites within the community. Encourage students to explore these locations.

Student Look-fors

- Analyzes the characteristics of art from a variety of cultures
- Appropriately cites art and media resources
- Engages in discourse around reasons why people create, perform, and participate in artistic experiences and the value that art has to people and society
- Explains how artists contribute to society and communities

- Identifies cultural influences on artistic works
- Identifies the similarities and differences between artistic periods and styles
- Researches specific historical eras in art, significant historical figures in art, and cultural influences

Assessment Strategies

- Assess student sketchbook assignments centered on historical and cultural themes using clearly defined learning objectives.
- Engage in learning games related to historical and cultural contexts in art.
- Facilitate class discussions about the historical and cultural contexts of artwork.
- Keep a participation checklist of students' contributions during discussions and seek responses from students who don't usually participate.
- Incorporate learning games and other interactive activities that explore historical and cultural contexts in art.
- Use exit tickets to evaluate students' understanding of the historical and cultural concepts discussed in class.

Content Connections

- **Grade Three - Contributions of Others: Visual Arts 3.6, 3.7 and History and Social Science 3.4.d, 3.5.d, 3.6.d, 3.7.d, 3.8.d** - Third-grade students begin to understand the contributions of others and their diverse ethnic origins, customs, and traditions. Instructional strategies include learning about the art of ancient Egypt, China, Greece, Rome, or Mali and using History and Social Science skills to identify how art is integral to customs, traditions, and cultures.
- **Grade Four - Culture in Colonial Virginia: Visual Arts 4.7, History and Social Science VS.4.b, and English 4.W.1.C, 4.C.1.A.iv** - Colonial Virginia reflected cultures of Indigenous people, European (English, Scot-Irish, German) immigrants, and Africans. Culture is embodied and transmitted through and reflected in the arts. Instructional strategies may include comparing and contrasting the artwork of different cultures in colonial Virginia, orally and in writing. Students can examine the importance of art to the life and community of each culture using evidence, examples, facts, and details from texts.
- **Grade Five - Cultural Context: Visual Art 5.6 and History and Social Science US1.4** - Understanding the characteristics and trends of people, places, events, and artistic culture aids in learning about change and continuity in history. Learning about creative, cultural, and historical influences allows students to view the arts as primary and secondary sources of examination of people's everyday lives at different times in history. Instructional

strategies include learning about the European exploration of Ghana, Mali, and Songhai and discussing the impact on works of art and architecture.

Instructional Supports

- [Colonial Williamsburg Bob & Marion Wilson Educator Resource Library](#) - The Educator Resource library includes primary sources, multimedia content, lesson plans, and additional materials for use by teachers, students, and scholars of all ages educators to address educators' needs for engaging, inclusive, relevant American history and civics resources.
- [Colonial Williamsburg: DIY Crafts](#) - Create a craft inspired by 18th-century Virginia history.
- [Secretary of the Commonwealth site: Virginia Indians](#) - This website provides information and links related to Virginia's federal and state-recognized tribes.
- [The Kennedy Center: A Listening Doll](#) – In this grade 3-5 lesson, students discuss the history and distinctive features of storyteller dolls then create original listening dolls to accompany a story based on the clay sculpture tradition of the Pueblo People of New Mexico.
- [The Kennedy Center: Mythological Characters](#) – In this lesson, students will explore the connection between Greek mythology and modern culture by designing and painting original mythological characters with watercolors.
- [The Colonial Williamsburg Foundation Online Art Collection](#) - The collections comprise more than 70,000 examples of fine, decorative, mechanical, and folk art.
- [VDOE Website: Mali: Ancient Crossroads of Africa](#) - Ancient Crossroads of Africa was developed by PWN and the Virginia Department of Education to provide educators resources for meeting Virginia Standards of Learning on Mali, Africa.
- [VDOE Website: Mali: Ancient Crossroads of Africa](#) - Ancient Crossroads of Africa was developed by PWN and the Virginia Department of Education to provide educators resources for meeting Virginia Standards of Learning on Mali, Africa.
- [VDOE Website: Virginia's First People Past and Present](#) - Navigate links on this site to learn more about the people now called Virginia Indians.
- [Virginia Museum of Fine Arts: Very Virginia Interactive Exploration](#) - Discover Virginia's rich history through art by observing and discussing art objects, learn about significant people, places, and events throughout the Commonwealth's history.

Innovation in the Arts

Understanding the Strand

Students understand and explore opportunities to connect visual arts content, processes, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on visual arts processes and works and develop problem-solving skills by cultivating connections between fields of knowledge.

Standards

[Innovation in the Arts – Visual Arts Kindergarten - Grade Five](#)

Concepts

9. Connect visual arts skills, content, and processes to career options, college opportunities, and the workplace.
10. Understand and explore the impact of current and emerging technologies in visual arts.
11. Cultivate authentic connections between visual arts skills, content, and processes with other fields of knowledge to develop problem-solving skills.

Supporting Questions

- What careers are related to the arts?
- How do evolving technologies impact art?
- How has technology changed the way artists work?
- How do artists and designers learn from trial and error?
- What are some different types of artists you can identify?
- How are visual arts interconnected with dance, music, and theatre?
- What things have you used today that an artist or designer helped create?
- How are visual arts interconnected with science, math, social studies, and language arts?
- How can technology be used to work collaboratively on an artwork?

Skills in Practice

- Begin a class by displaying a variety of age-appropriate and visually engaging digital artworks. Introduce how art can be created using different technologies.
- Break students into small groups and guide them in brainstorming ideas for a new art-related app. Encourage them to think about what tools or features they would find helpful for artistic expression. After brainstorming, have each group design an icon representing their app’s purpose, fostering collaboration and creativity.
- Connect art lessons to subjects like math, science, and history. For example, exploring geometric shapes in art, creating artwork inspired by scientific concepts like the life cycles of plants, or using history as a theme for a project.
- Demonstrate a user-friendly digital platform or application that enables creativity, such as a basic graphic design app or drawing software. Allow students time to explore the application, encouraging them to create their own digital artwork. Provide prompts to inspire their creativity, like drawing a fantastical creature or designing a superhero.
- Facilitate a discussion that encourages students to share their thoughts on how they think technology can enhance their creativity. Ask guiding questions like, “What tools do you think an artist might use to create digital art?”
- Introduce students to various careers in visual arts and design through engaging activities. Invite guest speakers (like local artists) or organize virtual meetings to discuss their careers. Create simple brochures or posters outlining different art-related careers to facilitate discussions.
- Organize students into teams to work on a collaborative art project that addresses a specific need or theme related to their lives, such as sustainability or friendship. This promotes teamwork and allows them to use various art forms, from painting to digital design.
- Present creative challenges that inspire problem-solving, such as creating an artwork that tells a story using only a limited color palette or designing a public mural that reflects their school community. Set clear objectives and allow them to present their solutions to the class.
- Provide information about different avenues in the arts for students as they approach middle school and high school. Encourage students to explore their own interests in the arts and think about their future possibilities.

Student Look-fors

- Demonstrates practical problem-solving skills for art activities and processes
- Discusses how methods of creating art change over time
- Explores, investigates, or researches art-related careers and roles
- Uses current technologies to engage in creative processes

Assessment Strategies

- Ask students to explain how they created their artwork using technology.

- Create a simple rubric together that outlines what success looks like when creating art with technology.
- Formatively assess how students use new digital tools for artmaking during the creative process by conducting observation walk-throughs, collecting exit tickets, or using checklists.
- Start a lesson with an entrance ticket where students share something they know about digital artwork tools or how they use them.

Content Connections

- **Grade Three - College, College, Career, and Workplace Readiness: Visual Arts 3.9 and English 3.C.3.A** - Students can develop simple presentations that highlight various careers in visual art using images, text, audio, and animation tools to enhance the overall presentation. Teachers can model each component of the presentation and support students in providing evidence to support their main ideas.
- **Grade Three - Digital Artmaking of Continents and Oceans: Visual Arts 3.10, 3.11 and History and Social Science 3.2** - Developing map skills demonstrates an understanding of basic geographic concepts and strengthens spatial awareness and symbolic representation. Instructional strategies may include using artmaking technology to create maps representing land, water, and major geographic features.
- **Grade Five - Collaborative Discussion: Visual Arts 5.9 and English 5.C.1.A** - The ability to work collaboratively develops skills needed for college, career, and the workplace. By researching various art careers of interest, students learn the pathway to success in that area and can defend the importance of the career in society. Students can work in groups to summarize and present art career information using evidence, examples, and details to support their opinions and conclusions.

Instructional Supports

- [Example Careers in Visual Arts](#) - This document provides examples of careers in and related to visual arts.
- [MetKids](#) - Interactive digital activities from the Metropolitan Museum of Art.
- [The Kennedy Center: Visual Arts Careers](#) - This lesson allows students to research and gather information about careers in visual arts, then make book with containing original art and career descriptions.
- [PBS Learning Media: The Visual Art Profession](#) - Explore videos from PBS for students to understand visual art careers.
- [Virginia 5Cs and Visual Arts Education](#) - The Visual Arts *Standards of Learning* are intentionally and directly aligned with the skills outlined in the [Profile of a Virginia Graduate](#). The goal statements are taken directly from the 2020 Visual Arts SOL document and re-organized to demonstrate alignment to the 5 Cs.

Technique and Application

Understanding the Strand

Students will develop skills and techniques for multiple means of expression in visual arts. Students will explore and develop ideas and skills for various media, subject matter, styles, and techniques for visual communication and creative expression.

Standards

[Technique and Application Kindergarten - Grade Five](#)

Concepts

12. Explore and use elements of art and principles of design.
13. Identify and use spatial relationships in composition.
14. Draw from observation.
15. Develop motor skills.
16. Explore media, techniques, and processes.
17. Explore a variety of subject matter.

Supporting Questions

- Compare and contrast two or more similar subjects/artworks in different media.
- How do artists and designers care for and maintain materials, tools, and equipment?
- How do artists grow and become accomplished in an art form?
- What are the tools, media, and materials for making artwork?
- What determines good craftsmanship in a work of art?
- What is the difference between 2D and 3D art? What media can be used for each?
- Why do artists select one medium over another?
- Why is developing technique and skill important to artistic creation and expression?
- Why is understanding how to safely handle materials, tools, and equipment important?

Skills in Practice

- After modeling and teaching observational drawing skills and showing different examples, have students practice these skills with various media.
- Demonstrate and have students explore multiple methods for creating value in their artwork using different media. Additionally, show them developmentally appropriate techniques for achieving visual depth using multiple approaches.
- Demonstrate processes involving paper, such as drawing, cutting, tearing, weaving, crinkling, and folding, and let students choose from these techniques to create unique collages or mixed media artworks.
- Demonstrate various media, skills, and techniques, and provide them with opportunities to practice and explore these methods.
- Design instruction that prompts students to use learned artistic techniques, mediums, and methods to create their solutions for art challenges, themes, or prompts.
- Emphasize the importance of respecting others' artwork, cleaning up, and storing materials and artwork properly.
- Encourage exploration of both 2-D and 3-D media in traditional and non-traditional art forms.
- Encourage students to delve into craft techniques and materials, guiding them to move beyond simple step-by-step craft experiences to create original artworks.
- Incorporate drawing for both preliminary/planning sketches and finished pieces.
- Introduce additive and subtractive methods for working with clay, allowing students to explore, practice, and create their own clay works using these techniques.
- Model for students the safe and proper experimentation with materials, demonstrating the correct and safe use of all tools and equipment in the classroom.
- Provide students with ample time to explore and practice new skills, techniques, and media. This will enable them to move beyond classroom exercises and create art that reflects their individual voices and visions.

Student Look-fors

- Carefully considers the arrangement of visual elements for an effective composition in artwork
- Demonstrates neatness and care in their work
- Develops and refines skills for a wide range of media and artmaking techniques in 2D and 3D works of art
- Explores a variety of artistic styles and subject matter
- Explores and practices drawing skills using challenging, detailed, or abstract concepts
- Follows safety procedures
- Participates in a variety of art experiences, using a variety of media, techniques, and processes

- Uses tools, materials, and equipment safely and correctly

Assessment Strategies

- At the beginning of a lesson or unit, clearly communicate expectations and levels of performance to students.
- Communicate clear criteria for formative assessments to effectively monitor student progress in mastering new media and techniques. This can be accomplished through sketchbook assignments, class activities, observations, checklists, and more.
- Define clear learning objectives encompassing the media and techniques covered in class and utilize a rubric to assess each student's success in achieving these goals.
- Develop student portfolios that showcase the evolution of their artistic skills across various two-dimensional and three-dimensional media.
- Encourage students to engage in self-assessment to reflect on their growth in acquiring skills related to new media and artistic processes.

Content Connections

- **Grade One - Drawing to Represent Details and Sequences in Stories and Personal Experiences: Visual Arts 1.17 and English 1.W.1.A, 1.W.1.B** - First-grade students learn the purpose of writing and the impact of the form or type of writing they use. Visual arts allow students to draw images to depict personal experiences and express their ideas and messages through writing and drawing. Engage students in creating illustrations for their written message. Once they have acquired sufficient phonics knowledge, they can represent their ideas in both drawings and writing. Storyboards may also be used to draw and write about stories or personal experiences, using writing to add detail and supply facts.
- **Grade Five - Describing Major Events Through the Arts: Visual Arts 5.15, 5.17 and History and Social Science US1.8, US1.9** - Allowing students to process events through various art forms increases understanding. Instructional strategies may include students describing significant events and the people involved by creating original works of art such as postcards, posters, and portraits to provide details that demonstrate and communicate knowledge of specific events or people.

Instructional Supports

- [PBS Learning Media: Visual Art Creation and Participation](#) - Several videos through PBS for students to understand art materials, processes, methods, and techniques.
- [PBS Learning Media: Visual Art Media](#) - Explore various media with video segments from PBS.
- [Smithsonian Institutions: Educator Resources: Art and Design](#) - The Smithsonian provides a range of resources and media tailored to different grade levels, including a variety of activities in different artistic mediums, techniques, and cultural contexts.
- [The Kennedy Center: Shape Collage](#) - This media lesson demonstrates how to make a creative collage using geometric and organic shapes.
- [The Kennedy Center: Painting Nature Scenes](#) - Capture information and sketches in a personal journal, then use ideas to create original nature paintings in watercolor.
- [The Kennedy Center: Pottery Techniques](#) - Explore pottery from various cultures and civilizations and, using burnishing techniques, create bowls out of clay.