



# VISUAL ART

# K

FOR FAMILIES

## KINDERGARTEN

### What to expect:

Children in kindergarten are exploring imaginative play with various materials. They are able to experiment with different media (crayon, paint, paper, etc.) to create art and explain their creation process. They are understanding the world through seeing, touching, hearing and motion, and are beginning to understand artistic expression.

### By the end of the school year, your child will:

- Use various approaches to art-making, such as creating a self-portrait with crayons or Play-Doh.
- Explain the process for making art. (For example, to create a collage of an owl, students will need to decide what supplies to use and come up with steps to follow.)
- Explore art terms such as line, color, form, shape, texture, value and space. (For example, students could describe the lines they see on a picture of a turtle after using their fingers to draw them in the air.)
- Explain what an art museum is.
- Identify images in their environment and what they represent (the school mascot, for example).
- Identify and interpret art by describing details of a given work. (For example, in a work of art depicting a young girl, students might be asked to describe how old the girl is, what she is doing, what colors she is wearing, etc.)

### What to do at home:

- Ask questions about the art they made at school, such as “Why did you choose this color?” and “What does this mean?”
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Be creative and use fabric, paper, beads, food, etc., to create art.
- Ask questions about consumer art (logos, food packaging, etc.) such as “Why do you think they chose that color?” and “How do you think we could make it better?”

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# VISUAL ART

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### Fostering Curiosity

Children are naturally curious and are motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to develop curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore their world.

Support your child's artistic curiosity with questions like these:

- When you look at this picture, what do you like about it? What do you not like about it?
- How would you make a picture like this?

If your child seems to be interested in drawing and creating, encourage them by providing supplies (paper, crayons, pencils, etc.) and draw with them. You can also use cardboard from shipping or cereal boxes to create sculptures and other things kids are interested in, like spaceships, animals, robots, etc. Find videos of how to make art online (such as Lunch Doodles with Mo Willems or Bob Ross videos) to watch together.

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's art communication skills with questions like these:

- What kinds of things do you notice the artist used in this picture? Do you see particular shapes, lines, colors or other things that went into making it?
- Which element is the most obvious? Why do you think the artist chose to highlight that element, and what could that mean?

### Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect art with reading and writing. Ask your child to create three drawings and then think of a story that links them together. Add to the story with more drawings, then write the story on the drawing pages. Create a finished book by stapling or fastening the pages together and adding a cover.
- Connect art with history. Look at old family photos and talk about why they look the way they do. Search online for old photos of presidents or other famous Americans to examine the history of the nation through the history of photography.

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# VISUAL ART

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## PRE-KINDERGARTEN

### What to expect:

Children in pre-kindergarten are noticing the shape, size and color of objects in the world around them and seeing strangeness, differences and beauty. In addition, they are learning through touch, feeling, hearing and motion.

### By the end of the school year, your child will:

- Engage in self-directed creative play with art materials like Play-Doh and pipe cleaners.
- Use a variety of art-making tools (crayons, pencils, etc.) and share materials with others.
- Create and talk about the artwork they have made.
- Know where art is displayed or saved (in a museum collection, local art fair, walls of school hallways, etc.).
- Recognize art and tell the difference between images (representations of real objects) and the objects themselves (for example, a photo of a dog, a painting of a dog and the dog itself).

### What to do at home:

- Ask questions about the art they made at school, such as “Why did you choose this color?” and “What does this mean?”
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Be creative and use fabric, paper, beads, food, etc., to create art.
- Ask questions about consumer art (logos, food packaging, etc.) such as “Why do you think they chose that color? How would you feel if it was a different color?”

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# VISUAL ART

# 1

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## FIRST GRADE

### What to expect:

Children in first grade are using their imaginations and working with others through play to make things with a variety of materials. They are able to experiment with different tools (scissors, paintbrushes, rolling pins, cookie cutters, stencils, etc.) and materials such as crayon, paper/cardboard, etc., and can describe the choices they are making when they are creating art. They are starting to understand that humans have made art throughout history for a variety of reasons.

### By the end of the school year, your child will:

- Practice using common tools and materials to make art (for example, using a ruler to draw straight lines, using a stencil, etc.).
- Use art terms such as line, color, form, shape, texture, value and space to describe personal artistic choices.
- Show respect for their own artwork and artwork created by others by using positive descriptive words, such as “I like the colors you used on your sky,” “Your coloring is very neat,” etc.
- Put the pieces they have created in a safe space to create a personal collection.

### What to do at home:

- Ask questions about the art your child made at school, such as “Why did you choose this color?”, “How did you feel when you made this?” and “What does this mean?”
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Be creative and use fabric, paper, beads, food, etc., to create art.
- Ask questions about consumer art (logos, food packaging, etc.), such as “Why do you think they chose that color?” and “How do you think we could make it better?”

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- Connect art with reading and writing. Ask your child to create three drawings and then think of a story that links them together. Add to the story with more drawings, then write the story on the drawing pages. Create a finished book by stapling or fastening the pages together and adding a cover.
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# VISUAL ART

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## SECOND GRADE

### What to expect:

Children in second grade are learning about art with others while creating their own art. They are trying various materials such as crayon, paint, paper/cardboard and modeling materials, and techniques such as cutting lines and curves, measuring with a ruler, using stencils, etc. In addition, they are able to describe works of art using the elements of art (color, line, shape, etc.) and principles of design (contrast, proportion, emphasis, etc).

### By the end of the school year, your child will:

- Use different materials and tools to make art about topics that interest them (using paper, scissors and glue to create a collage, for example).
- Understand and practice safe ways to use and clean art tools and studio spaces.
- Discuss and think back on the choices they made in creating a piece of art.
- Create original works of art using traditional (pastels, clay, etc.) and non-traditional (leaves, recycled items, etc.) materials.
- Describe the appearance and subject of works of art while pointing out various artistic elements (line, color, form, etc.) and design principles (balance, contrast, repetition, etc.) used by the artist.

### What to do at home:

- Ask questions about the art your child made at school, such as “Why did you choose this color?”, “How did you feel when you made this?” and “What does this mean?”
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Ask your child to design cards for special occasions like birthdays and holidays, then print them at a local copy shop.
- Ask questions about consumer art (logos, food packaging, etc.) such as “Why do you think they chose that color?” and “How do you think we could make it better?”

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# VISUAL ART

# 3

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## THIRD GRADE

### What to expect:

Children in third grade are making art in a variety of ways (painting, drawing, collaging, etc.) using different materials and supplies (scissors, watercolor resist, etc.). The art they are creating may be of places and things from the world around them, and they are able to understand how to share their work with others as part of an exhibit or digitally on school websites or social media. Third-graders are able to tell how works of art from different times, places and cultures are alike and different.

### By the end of the school year, your child will:

- Gain knowledge of available resources, tools and technologies to investigate an idea through the art-making process. (For example, a student might investigate the process of printmaking by printing from a flat surface like glass or silkscreen.)
- Understand and practice how to make art safely.
- Add to or change art they have made after thinking or talking about their original creation. (For example, during printmaking lessons, after printing their work for the first time, students may see areas to change. Understanding how the ink picks up certain details may cause them to alter their design before printing again.)
- On their own or with a group, create works of art or maps of places that are part of their everyday life (for example, a map of their neighborhood that includes their drawings).
- Explore ways people have created artwork using whatever materials are available, such as found art objects like leaves, seashells, broken electronics, discarded glass, plastic bottles, driftwood, etc.

### What to do at home:

- Display your child's artwork at home and take pictures of it to share with family.
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Ask your child to design cards for special occasions like birthdays and holidays, then share them with friends and family.
- Draw a map of where you live (bedroom, apartment, house, etc.), school or neighborhood. After it is finished, look at blueprints online or street maps and talk about how you could make changes to improve the first draft of your map.

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# VISUAL ART 4

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## FOURTH GRADE

### What to expect:

In fourth grade, your child is better able to understand and think about the art they and others are creating. They will use art vocabulary such as the elements of art (line, shape, etc.) and principles of design (balance, contrast, etc.) to compare and determine the quality of a given work of art. Their abilities are growing in drawing, painting, sculpture, graphics and other forms of creative expression. They will work with many kinds of materials (crayon, paint, soft pencils, etc.) to make art.

### By the end of the school year, your child will:

- Brainstorm and work with classmates to create artworks that are meaningful to everyone who made them.
- Learn about new techniques that could be used to make art (for example, mixing materials such as sand or foam into acrylic paint to create textures on canvas).
- Understand and practice how to make art safely.
- Make changes to their artwork after hearing the opinions of classmates. (For example, a student who is painting the ocean might learn from a student who has visited the ocean that the blue near the horizon is darker than the blue near the shoreline. This might cause the student to rethink their color choice and mix a darker shade of blue.)
- Use what they know about art resources, tools and technologies to learn more about an idea through the process of making art (for example, by exploring texture through leaf rubbings).
- Tell how works of art from different times, places and cultures are alike and different.
- Experiment with new ways to make art (swirling oil paint into water and placing a paper on the surface of the water to see what happens, for example).

### What to do at home:

- Display your child's artwork at home and take pictures of it to share with family.
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Ask your child to design cards for special occasions like birthdays and holidays, then share them with friends and family.
- Ask questions about the furniture in your home or another place familiar to your child, such as "Why do you think it was made this way?" and "What would you change?"

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# VISUAL ART

# 5

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## FIFTH GRADE

### What to expect:

In fifth grade, your child's ability in drawing, painting, sculpture, graphics and other forms of creative expression is growing, and they have greater confidence and skill with art media such as still life and collage. Students will also take greater satisfaction in creating art and be better able to express themselves, both in their own artwork and when discussing the artwork of others. They are also continuing to develop an understanding of why people create art and its importance throughout human history.

### By the end of the school year, your child will:

- Use more than one of the ideas they have learned about art to come up with a new type of art or way to make art (for example, creating a photomontage with digital images, found objects and traditional art supplies such as paint and fabrics).
- Practice new approaches and techniques that could be used to make art (for example, gathering soil of several colors from different locations and using it to paint).
- Use materials and tools with care to show the importance of high-quality craftsmanship.
- Write artist statements using art vocabulary correctly to explain why they created a given work of art.
- Be able to explain how a museum or gallery exhibition presents an idea about a concept or topic, using information from the exhibition to do so.

### What to do at home:

- Display your child's artwork at home and take pictures of it to share with family.
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Ask your child to design cards for special occasions like birthdays and holidays, then share them with friends and family.
- Ask questions about the design of furniture in your home or another place familiar to your child, such as "Why do you think it was made this way?" and "What would you change?"

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# VISUAL ART

# 6

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## SIXTH GRADE

### What to expect:

In sixth grade, your child's artistic abilities are continuing to grow. They will begin to tell the difference between art elements like texture, value and form and recognize the details that went into creating two- and three-dimensional artworks when looking at them from different angles. Sixth-graders will be able to think about whether their artwork communicates their intended meaning and revise it if needed. They are continuing to develop a deeper understanding of why people create art and its importance throughout human history.

### By the end of the school year, your child will:

- Work with other students and use several of the group's ideas to come up with a new type of art or way to make art.
- Develop skills by using different materials and ways of making art. (For example, a student comfortable with colored pencils might try watercolors on their next project.)
- Understand that the way art materials are taken care of and cleaned can affect the environment.
- Draw a map of how to display works of art, keeping available exhibit space and the needs of viewers in mind.
- Study how a work of art's context (when, where and by whom it was created) can influence ideas, emotions and actions at the time of creation and in the future.
- Be able to tell how works of art capture the time, place, traditions, available materials, and supplies and culture in which they were created.

### What to do at home:

- Display your child's artwork at home and take pictures of it to share with family.
- Look for art in the world around your child, such as murals, statues, billboards, etc.
- Make art together at home. Ask your child to design cards for special occasions like birthdays and holidays, then share them with friends and family.
- Ask questions about the design of furniture in your home or another place familiar to your child, such as "Why do you think it was made this way?" and "What would you change?"

**Y**ou are your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support visual art learning at home. When schools and families work together as partners, it helps your child achieve academic success!



# VISUAL ART

## FOR FAMILIES

### Fostering Curiosity

Children are naturally curious and are motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to develop curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore their world.

Support your child's artistic curiosity with questions like these:

- When you look at this picture, what do you like about it? What do you not like about it?
- How would you make a picture like this?

If your child seems to be interested in drawing and creating, encourage them by providing supplies (paper, crayons, pencils, etc.) and draw with them. You can also use cardboard from shipping or cereal boxes to create sculptures and other things kids are interested in, like spaceships, animals, robots, etc. Find videos of how to make art online (such as Lunch Doodles with Mo Willems or Bob Ross videos) to watch together.

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's art communication skills with questions like these:

- What kinds of things do you notice the artist used in this picture? Do you see particular shapes, lines, colors or other things that went into making it?
- Which element is the most obvious? Why do you think the artist chose to highlight that element, and what could that mean?

### Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect art with reading and writing. Ask your child to create three drawings and then think of a story that links them together. Add to the story with more drawings, then write the story on the drawing pages. Create a finished book by stapling or fastening the pages together and adding a cover.
- Connect art with history. Look at old family photos and talk about why they look the way they do. Search online for old photos of presidents or other famous Americans to examine the history of the nation through the history of photography.

Join the conversation!

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