

K-12 Art and Design Family Guide

The State of Wisconsin sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you understand those standards and partner with teachers to support your child's learning in grades kindergarten through twelfth. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Art and Design

The overall focus of art and design is to build students' skills and knowledge through experiential artistic activities that create, present, respond, and connect.

Examples of What Your Child May Be Learning in Grades K-2 *I can...*

CREATE

- Explore materials and tools in art.
- Describe choices while creating art.
- Create art that shares basic craftsmanship skills.

RESPOND

- Identify details, basic elements, and subject matter of an artwork.
- Use details to interpret an artwork's mood or meaning.
- Use learned art vocabulary to express ideas of a work.

PRESENT

- Develop meaning by viewing art.
- Explain artwork through verbal and/or written descriptions using art words.
- Share artwork through a presentation.

CONNECT

- Recognize relationships between art and other disciplines.
- Recognize art and design careers.
- Understand that people from different times and places have made art for a variety of reasons.

Questions to Support Learning

I See, Think, Wonder

- What do you see in the artwork?
- What do you think about the artwork?
- What do you wonder about the artwork or artist?

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Ideas of What I Might Learn and Do in Grades 3 - 5

I can...

CREATE

- Experiment with techniques and materials through practice.
- Brainstorm, discuss, and sketch ideas to solve an art problem.
- Utilize complex media to express an idea.

RESPOND

- Compare and contrast how the use of media can influence ideas.
- Use details to interpret an artwork's mood or meaning.
- Apply criteria for evaluating artworks and practice constructive feedback.

PRESENT

- Make connections through comparison of artwork from personal, historical, and contemporary artists.
- Use art vocabulary to communicate ideas and artistic processes through verbal and written descriptions.
- Create, share, and exhibit pieces from an ongoing artistic portfolio.

CONNECT

- Describe relationships between art and learning in other disciplines.
- Identify art and design processes in a variety of careers.
- Explain how art and design communicate ideas, beliefs, and values of groups and individuals.

Questions to Support Learning

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- What do you think about the artwork?
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Ideas of What I Might Learn and Do in Grades 6 - 8

I can...

CREATE

- Investigate and expand knowledge of studio skills, techniques, materials, and tools in art.
- Generate original solutions through exploration and practice.
- Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.

RESPOND

- Describe details, subject matter, context, and the formal characteristics of an artwork using art vocabulary.
- Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.
- Critique artwork and design utilizing established criteria, considering style, process, media, and artistic goals.

PRESENT

- Convey meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives.
- Communicate the contextual meaning of artwork in written and verbal statements.
- Curate and exhibit a portfolio of work to convey artistic importance or meaning.

CONNECT

- Analyze works of art that illustrate interdisciplinary perspectives.
- Analyze art processes in a variety of careers.
- Analyze how art, and viewers' responses to them, have been influenced by the times, places, traditions, and cultures.

Questions to Support Learning

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- What do you think about the artwork?
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Ideas of What I Might Learn and Do in Grades 9 - 12

I can...

CREATE

- Engage in critical thinking, problem-solving, and research through art practices and processes.
- Formulate original concepts by practice, experimentation, and revision.
- Develop unique, well-crafted works of art utilizing a deliberate choice of media, tools, and techniques.

RESPOND

- Describe the commonalities of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Explain the intent, meanings, and impacts of different media works of art, considering complex factors of context and perspective.
- Determine relevant criteria and evaluate the artwork's influence on ideas, feelings, and reactions of specific audiences.

PRESENT

- Curate a body of work incorporating personal, historical, and contemporary art to communicate points of view.
- Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

CONNECT

- Apply interdisciplinary perspectives in your artistic work.
- Research or experience options in art and design careers.
- Compare purposes of art in a variety of social, cultural, and historical contexts.

Questions to Support Learning

I See, Think, Wonder

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- What do you think about the artwork?
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