



**Diocese of Madison**

**VISUAL ARTS EDUCATION  
STANDARDS & BENCHMARKS**



**Grades K—8**

**Office of Catholic Schools**

## Introduction

The Standards and Benchmarks for Visual Arts in the Diocese of Madison are based on the National Standards for Visual Arts as put forth by ARTSEGE. These Standards and Benchmarks were then modified for the Diocese of Madison by professional Visual Arts educators from around the Diocese that represented the full scope and sequence of Visual Arts programs within schools from all areas and of varying sizes. The committee continually recognized that the Standards and Benchmarks needed to be accessible to all educators, as not all schools in the Diocese employ a dedicated Visual Arts Educator.

Above all, the Standards are based on the philosophy that all students should be able to appreciate visual art, as everything non-natural in existence has been created and is thus some form of art. At the core of the Visual Arts Standards and Benchmarks is the need for students and teachers to place value in the contributions and contributors of art, as anybody can create and contribute. Visual Art is not a matter of how well or flashy a work of visual art may be, but the value of the contributor and recognition of beauty within the product.

The Standards themselves are written in relation to one's own and others' work, specifically:

1. Create art using various media, techniques, and processes (*in own work*)
2. Investigate and apply the principles of design and elements of art (*in own work*)
3. Relate artistic ideas and works with societal, cultural, and historical context (*in own and others' work*)
4. Perceive and analyze artistic work (*in others' work*)

As Catholic Schools, program leaders and teachers must also place value and purpose in the area of sacred art. Although sacred art is not explicitly labeled in the Standards, it is the expectation that students be exposed to the rich Traditions and traditions of the Catholic Church in sacred art. Furthermore, all art can be traced to religious origins, so the value of sacred art is inherent to the historical context.

Although it is highly recommended that every school dedicate a certified teacher to the Visual Arts program, the committee also recognizes that this is not possible for schools operating in certain circumstances. In either instance, in order for students to master the Standards and Benchmarks, program leaders should allow for at least 45 minutes of dedicated instruction in Visual Arts Education weekly, as well as concepts interwoven into other curricular areas in a cross-curricular fashion. This document should be responsibly used in all schools, meaning that schools without a dedicated visual art program need to address how grade-level teachers will report student achievement in regards to the Standards and Benchmarks.

Diocese of Madison Visual Arts Standards Revision Committee Members:

Michael Flanagan; Assistant Superintendent, Office of Catholic Schools  
Amber Dahnke; St. Peter, Ashton  
Nicole Felder; Holy Ghost / Immaculate Conception, Dickeyville / Kieler  
Peg Napralla; St. Mary, Portage

February 2016

VA	Visual Arts Education Standards
	1. Create art using various media, techniques, and processes
	2. Investigate and apply the principles of design and elements of art
	3. Perceive and analyze artistic work
	4. Relate artistic ideas and works with societal, cultural, and historical context

	Kindergarten:	Grade 1:	Grade 2:
<b>VA.1. Create art using various media, techniques, and processes</b>			
A	Identify various media and tools	Utilize various media and tools in a safe manner	Understand safe procedures for using and cleaning tools and work space
B	Recognize that creating art is a process	Utilize art vocabulary to describe choices within the art-making process	Respond to direction in the art-making process

	Grade 3:	Grade 4:	Grade 5:
A	Understand safe procedures for using and cleaning tools and work space in an efficient manner	Understand environmental implications of art materials	Apply originality while creating artwork
B	Respond to direction in the revision process	Respond to direction in the revision process	Identify criteria to revise a work in progress

	Grade 6:	Grade 7:	Grade 8:
A	Apply originality and personal creativity	Identify ethical responsibility to oneself and others	Demonstrate appropriate ethics while creating artwork
B	Utilize criteria to revise a work in progress	Understand the design process	Utilize the design process independently

	Kindergarten:	Grade 1:	Grade 2:
<b>VA.2. Investigate and apply the principles of design and elements of art</b>			
A	Differentiate between line, shape, and form	Identify various types of line, shape, and form	Differentiate between geometric and organic shapes and forms
B	Identify primary and secondary colors by name	Identify primary and secondary colors by category	Understand and create secondary colors
C	Identify light and dark	Manipulate media to create light and dark values	Create a value scale
D	Demonstrate full use of surface space	Recognize a horizon line	Create space by overlapping
E	Recognize and identify various textures	Describe the similarities and differences in various textures	Understand the difference between tactile and visual textures
F	Understand pattern	Understand balance	Understand contrast

	Grade 3:	Grade 4:	Grade 5:
A	Implement directional lines	Identify and utilize positive and negative shapes	Understand and utilize elements of line, shape, and form
B	Classify colors as either warm or cool	Create and utilize a color wheel	Identify complementary and analogous colors
C	Utilize value to create the illusion of three dimensions		
D	Recognize and identify foreground, middleground, and background	Utilize foreground, middleground, and background	Utilize atmospheric perspective
E	Apply tactile and visual textures in works of art		
F	Understand movement	Understand emphasis	Understand rhythm

	Grade 6:	Grade 7:	Grade 8:
<b>VA.2. Investigate and apply the principles of design and elements of art</b>			
A	Understand and utilize elements of line, shape, and form	Understand additive and subtractive form	
B	Create and utilize an expanded color wheel that includes tertiary colors	Identify and utilize color schemes, including monochromatic, complementary, and analogous	Apply color theory to the creation of a work of art
C			
D	Utilize one-point perspective	Utilize two-point perspective	Recognize and utilize various perspective techniques
E			
F	Understand and apply principles of design	Understand and apply principles of design	Achieve unity through careful use of principles of design

	Kindergarten:	Grade 1:	Grade 2:
<b>VA.3. Perceive and analyze artistic work</b>			
A	Identify uses of art	Describe how works of art reflect experiences	Describe characteristics of both natural and constructed environments
B	Identify the subject matter and describe relevant details	Identify the subject matter and describe relevant details	Identify media utilized to create a work of art

	Grade 3:	Grade 4:	Grade 5:
A	Identify that a process exists when an artist creates a work of art	Understand the process an artist uses to create a work of art	Understand that experiencing art affects emotion
B	Identify the mood suggested by a work of art	Identify the mood suggested by a work of art	Identify principles of design

	Grade 6:	Grade 7:	Grade 8:
A	Understand that individual responses to art vary	Understand how the context of display affects the response to the work of art	Understand how works of art reveal values and lifestyles
B	Identify principles of design	Identify the interaction between subject matter, media, and principles of design	Interpret art by analyzing the interaction between subject matter, media, and principles of design

	Kindergarten:	Grade 1:	Grade 2:
<b>VA.4. Relate artistic ideas and works with societal, cultural, and historical context</b>			
A	Identify the purpose of a work of art	Understand that people make art for a variety of reasons	Understand that art has been made throughout history

	Grade 3:	Grade 4:	Grade 5:
A	Recognize that historical knowledge is derived from art and related artifacts	Recognize that art reflects various cultures	Identify various art styles

	Grade 6:	Grade 7:	Grade 8:
A	Understand the connection between art styles and movements	Identify the connection between art movements and history	Understand how art reflects history