| **Domain: Fine Arts** | | | | | |
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| **Strand: Visual Arts** | | | | | |
| **Learning Progression: Visual Arts** | | | | | |
| **Operational Definition: Begins to identify, describe, and experiment with elements of art, such as colors, shapes, and lines, that are found in the environment, and to create artworks that are personally meaningful** | | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |

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| **Colors, Shapes, and Lines** | Identifies some colors and shapes (e.g., circle/ball, square/box) in the environment. | Identifies a variety of colors and shapes in the environment. | Identifies a variety of colors and shapes in the environment and in art made by self and others. | Identifies a variety of colors, shapes, and lines (e.g., straight, curved, wavy) in the environment and discusses how they are used in artworks. | Identifies and discusses which colors can be combined to make a different color, which shapes can be used to make familiar objects, and how different kinds of lines can be used in artworks. |
| **Drawing** | Produces random scribbles by combining different types of drawing action (e.g., rapid horizontal arcing gestures followed by pushing-pulling gestures). | Produces controlled scribbles by drawing in a rotational movement to make circular shapes such as circles and the sun. | Produces drawings that are intentional (e.g., combines a circle and lines to represent a person), often using a favorite color instead of a realistic color, and may name the drawings (e.g., “This is daddy.”). | Produces and describes drawings that are planned, observational, and representational of people, places, and objects, using colors, shapes, and lines to express ideas and feelings. | Produces and describes realistic and detailed representations of a person or object that are repeated in multiple drawings, changing colors, shapes, and lines across drawings to express ideas and feelings. |

**Fine Arts: Visual Arts Learning Progression**

**Colors, Shapes, and Lines**

| **Directions** | **Level Descriptors** | | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they identify colors, shapes, and lines.  For each child, pay attention to the following details as you observe:   * how the child identifies the various elements of art, such as colors, shapes, and lines, found in the environment and in artworks * how the child describes and experiments with colors, shapes, and lines * how much prompting is required, if any   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child identifies some colors and shapes (e.g., circle/ball, square/box) in the environment. | **Robert—**Today Robert pointed at the buttons on his shirt and said, “White circles.” Each day, he announces the color of the shirt he is wearing, and he is usually right. |
| **2** | Child identifies a variety of colors and shapes in the environment. | **Jason—**Today Jason pointed out a red bird, a yellow bus, a green tree, and the blue sky in the book he was “reading.” Later, he pointed to a round coaster on my desk and said “circle.” Then he pointed at a box of tissues and said “square.” |
| **3** | Child identifies a variety of colors and shapes in the environment and in art made by self and others. | **Shanna—**At the easel, Shanna painted a rainbow, using a variety of colors, and said, “Lookit my rainbow. It has [pointing to each color] red, green, blue, yellow, purple, and green again! It looks like half a circle.” |
| **4** | Child identifies a variety of colors, shapes, and lines (e.g., straight, curved, wavy) in the environment and discusses how they are used in artworks. | **Michael—**Michael and Tad were looking at a book of paintings and photographs of the ocean. Michael noticed something about one of the paintings and said, “Those curvy lines are all the waves! The waves are dark on the bottom and almost white on top. Looks like the water is moving so fast!” |
| **5** | Child identifies and discusses which colors can be combined to make a different color, which shapes can be used to make familiar objects, and how different kinds of lines can be used in artworks. | **Maryanne—**Maryanne was at the paint easel and wanted a darker green than what was available, to make circles that would be the leaves on a tree. We talked about what she might do. “What do you think would happen if we added white to the green?” I asked. She thought about it and said, “It would make it whitish green.” Then she said, “Maybe I could also add black so I can have a blackish green color.” |

**Drawing**

| **Directions** | **Level Descriptors** | | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they scribble, draw, and talk about their scribbles/drawings.  For each child, pay attention to the following details as you observe:   * how the child produces scribbles and drawings * the various aspects and kinds of details included in the child’s drawings * how the child describes his or her drawings * if the child’s drawings are personally meaningful * how much prompting is required, if any   Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child's level. | **1** | Child produces random scribbles by combining different types of drawing action (e.g., rapid horizontal arcing gestures followed by pushing-pulling gestures). | **Karen—**Karen scribbled all over a piece of construction paper today. She scribbled mostly large back-and-forth lines across the paper and then added some dots that she made with fast up-and-down arm motions. |
| **2** | Child produces controlled scribbles by drawing in a rotational movement to make circular shapes such as circles and the sun. | **Heather—**Heather scribbled on a large piece of newsprint today with what she said was her favorite color of marker, purple. She very quickly drew several circles, on top of each other and in the same direction. |
| **3** | Child produces drawings that are intentional (e.g., combines a circle and lines to represent a person), often using a favorite color instead of a realistic color, and may name the drawings (e.g., “This is daddy.”). | **Erica—**Erica drew four people on the cover of a card she was making for her mother today. Each person was made up of circles and lines, and she identified the picture as “my family.” |
| **4** | Child produces and describes drawings that are planned, observational, and representational of people, places, and objects, using colors, shapes, and lines to express ideas and feelings. | **Janine—**Janine drew a picture of her brother holding a hockey stick. She said that she went to his hockey practice earlier in the morning. The figure of her brother had a head, body, arms, and legs, and was wearing black pants and a multicolored shirt. The hockey stick was twice as tall as her brother, however, and it had an unusually long bottom blade, as well. |
| **5** | Child produces and describes realistic and detailed representations of a person or object that are repeated in multiple drawings, changing colors, shapes, and lines across drawings to express ideas and feelings. | **Carla—**Carla and Lisa wanted a backdrop for their puppet show, so they decided to paint one. They found a large piece of heavy fabric and talked about what they should paint on it. They painted a house with two people and a tree next to it, using realistic colors and lots of detail. Each person had a distinct face and clothing, and the bodies were reasonably proportional to the house. |