**Fine Arts: Visual Arts Learning Progression**

| **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** | | | | |
|  | **A** | **B** | **C** | **D** |

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| **Colors, Shapes, and Lines** | Attends to objects of different colors. | Explores objects of different colors or shapes. | Recognizes familiar objects that differ in color or shape. | Identifies some colors and shapes but not consistently. |
| **Drawing** | Explores objects by grasping them. | Adjusts grasp to size of object when handling it. | Makes marks on various surfaces with hands or drawing objects. | Scribbles with large vertical strokes. |

**Observational Rubric:** Colors, Shapes, and Lines

| **Directions** | **Level** | **Rubrics** | **Evidence Examples** |
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| (Same as Levels 1-5) | **A** | Child attends to objects of different colors. | **Elijah**—Elijah pats the carpet where a reflection of a rainbow is cast from the prism hanging in the window. |
| **Adaptations: Evidence Examples** | **Vision:** | **Kate**—Kate was sitting right in front of the toy shelf and was interested in the toys on the shelf. First she touched the bright blue car and then she touched the bright orange car. |
| **B** | Child explores objects of different colors or shapes. | **Debbie**—Debbie shakes the sphere-shaped soft toy with a bell in it. |
| **Adaptations: Evidence Examples** | **Vision:** | **Dustin**—Dustin picked up the cube that we had put in front of him on the table and felt it with his hands. Then he put the cube down and picked up the ball that was next to it and explored that. |
| **C** | Child recognizes familiar objects that differ in color or shape. | **Jolie**—Jolie reaches for the goldfish crackers and pushes the square saltine crackers to the side. |
| **Adaptations: Evidence Examples** | **Vision:** | **Janie**—Janie’s favorite toy has always been a soft, cloth baby doll. Today as she was going through a box of toys, she picked up another doll that was a bit smaller than her favorite toy and not made of cloth. She felt the legs then the arms and then the head and then excitedly said, “It’s a baby!” |
| **D** | Child identifies some colors and shapes but not consistently. | **Thomas**—Thomas says “red circle” as he reaches for the orange plastic ring. Sometimes he accurately identifies a common color such as red and sometimes he doesn’t. |
| **Adaptations: Evidence Examples** | **Vision:** | **Kishara**—Kishara said “circle” as she manipulated a puzzle piece she removed from her sound puzzle. Sometimes she accurately identifies the circle, but sometimes she does not. |

**Observational Rubric:** Drawing

| **Directions** | **Level** | **Rubrics** | **Evidence Examples** |
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| (Same as Levels 1-5) | **A** | Child explores objects by grasping them. | **Alicia**—Alicia reaches toward a wooden block, grasps it tightly, and then lets it go. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Kasandra**—Kasandra grasped the block after I guided her hand to find the object.  **Serpil**—Serpil grasped and looked at an object that I placed in her hand. |
| **B** | Child adjusts grasp to size of object when handling it. | **Jonathon**—Jonathon attempts to pick up a shovel with his thumb and index finger then adjusts grip to have all fingers grasping the shovel handle. |
| **Adaptations: Evidence Examples** | **Motor:** | **Lourdes**—Lourdes adjusted her grasp to hold an adapted spoon that was placed in her hand. |
| **C** | Child makes marks on various surfaces with hands or drawing objects. | **Jamie**—Jamie grasps a large marker and pounds it on the paper, making marks. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Thomas**—Thomas held the white paper with one hand and, leaning over so he could see, made marks on it with the black marker.  **Matt**—Matt made marks on a paperusing a large crayon affixed to a Velcro strap on his hand. |
| **D** | Child scribbles with large vertical strokes. | **Suzie**—Suzie lifts her paintbrush to the top of the easel and moves it down the paper making a long stroke of color. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Tony**—Tony touched the white paper on the easel in front of him and made big strokes with the paint brush, which had been dipped in the black paint.  **Antonio**—Antonio used a paintbrush with a built-up handle and made strokes on an easel that had been placed on a tabletop surface. |