



**VISUAL ARTS STANDARDS OF LEARNING:
*INSTRUCTIONAL STRATEGIES
AND CORRELATIONS***

KINDERGARTEN

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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Introduction

These teacher-authored visual arts instructional strategies for kindergarten through grade eight are based on the 2006 *Visual Arts Standards of Learning for Virginia Public Schools* and are correlated with the 2001 *History and Social Science Standards of Learning*, the 2001 *Mathematics Standards of Learning*, the 2002 *English Standards of Learning*, and the 2003 *Science Standards of Learning*. The visual arts educators who developed these instructional strategies were selected based on their expertise in the field of visual arts education, their school divisions' recommendations, and their representation of various geographical areas of the state. Other classroom teachers, curriculum specialists, administrators, college faculty, and museum personnel assisted the project writing team.

The development of these visual arts strategies and correlations with the core academic Standards of Learning is an important step in providing challenging educational programs in Virginia's public schools. Knowledge and skills that students acquire through visual arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use imagination. The content delineated by the *Visual Arts Standards of Learning* should not be taught in isolation, but should be delivered in and through the general instructional program designed for and delivered to students at the elementary and middle school levels.

This Standards of Learning resource document is available on the Virginia Department of Education's Web site at www.doe.virginia.gov/instruction/fine_arts/visual_arts/strategies_correlations/ for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Visual Arts Standards of Learning* reflect minimum visual arts requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

A major objective of Virginia's educational agenda is to give citizens a program of public education that is among the best in the nation. These strategies continue the process for achieving that objective.

Correlations with Core Academic Standards of Learning

Each K–8 visual arts Standard of Learning, together with its instructional strategies, is correlated with an English, mathematics, science, or history and social science Standard of Learning, except in a few cases in which a reasonable correlation is not feasible. The correlated academic standard is found under the heading "Related Academic Standard of Learning" accompanying each visual arts standard. This correlation is not exclusive and does not indicate that the visual arts standards cannot be correlated with additional academic standards. It is hoped that visual arts teachers and core academic teachers will construct additional correlations for strategies to enhance and provide the delivery of high-quality K–8 instruction.

Strands

All standards presented in the *Visual Arts Standards of Learning* are organized under the following four strands:

Visual Communication and Production

Students will develop and communicate ideas by creating works of art. They will develop fluency in visual, oral, and written communication, using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places. Through the study of works of art and the people who produced them, students will learn to understand the role the visual arts play in communicating historical and cultural beliefs and ideas.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creator and viewer of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Goals

The content of the *Visual Arts Standards of Learning* is intended to support the following goals for students. These goals for the four strands remain a constant throughout the strategies for all grade levels:

Visual Communication and Production

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination; and
- use materials, methods, information, and technology in a safe and ethical manner.

Cultural Context and Art History

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Judgment and Criticism

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others; and
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Aesthetics

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Vocabulary

Listed under each visual arts standard are important vocabulary terms that relate to the standard. Students will use these terms in oral, written, and visual communication. These terms are not exclusive, and teachers are encouraged to introduce additional visual arts and core academic vocabulary as needed.

Activities and Materials

The suggested activities and materials are representative of visual arts instruction that can be provided in K–8 core academic classrooms. As teachers deliver meaningful and creative instruction within visual arts and academic classroom environments, they are encouraged to expand this list to meet the needs of individual students.

Instructional Strategies

The instructional strategies in this document consist of grade-level-appropriate activities designed for delivery within classroom instruction. The strategies were developed to assist general K–8 teachers as well as visual arts teachers in providing instruction that supports the various Standards of Learning and the grades 3–8 Virginia Assessment Program. Teachers should review the strategies from the visual arts and core academic perspectives

for usefulness in their classrooms as they seek to reinforce student achievement of the stated Standards of Learning.

Assessment

Student assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain accurate and useful information for understanding learning progress and guiding future instruction. Assessment also provides students with opportunities for self-reflection and self-evaluation. Student assessment employs practices and methods that are consistent not only with learning goals, curriculum, and instruction, but also with current knowledge about how students learn in a music education environment. Visual arts educators assess and document student learning by various methods, including structured and informal observations, interviews, projects and tasks, exhibitions, portfolio development, journals, and multiple-choice and short-answer tests.

Because of time constraints, specific assessments for these standards and strategies have not yet been developed. It is hoped that assessment resource materials may be developed in the future to help teachers determine whether students have achieved each standard. Until then, visual arts teachers are encouraged to develop their own assessment instruments and to share them with other visual arts educators.

Resources

Strategies contained in this document are supported and supplemented by various activities, projects, resources, and information found on the Web sites of the following state museums:

- Virginia Museum of Fine Arts, Richmond, www.vmfa.state.va.us
- Virginia Historical Society, Richmond, www.vahistorical.org
- Science Museum of Virginia, Richmond, www.smv.org

Safety

Safety must be given the highest priority in implementing the instructional program for visual arts. In implementing these strategies, teachers must make sure that students know and follow safety guidelines and demonstrate appropriate classroom safety techniques as they use materials, equipment, and tools safely while working individually and in groups.

Wise selection of materials, equipment, tools, and other resources appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using them in an instructional activity, teachers must be knowledgeable about the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in prekindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems:

1. Avoid certain art supplies for students in prekindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students are at greater than usual risk from toxic materials, and they must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should also avoid the use of toxic hazardous art materials. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Standards of Learning Correlation Chart

Visual Arts Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
K.1				K.2
K.2	K.12			
K.3.1				K.4
K.3.2	K.2			
K.3.3				K.4
K.3.4	K.12		K.11	
K.3.5			K.16	
K.4		K.1		
K.5				K.9
K.6	K.12			
K.7				K.8
K.8			K.12	
K.9			K.3	
K.10				K.1
K.11		K.6		
K.12	K.9			
K.13		K.6		
K.14	K.2			
K.15			K.15	
K.16	K.2			
K.17	K.2			
K.18	K.2			

Visual Arts Standard K.1

The student will create works of art that represent personal solutions to art problems.

Strand

Visual Communication and Art Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard K.2

The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include

- a) the five senses and corresponding sensing organs; and
- b) sensory descriptors used to describe common objects and phenomena.

Vocabulary

circle, oval, rectangle, square, triangle, weave, weaving

Activities and Materials

- Cutting, drawing, gluing, pasting, weaving
- Construction paper, crayons, drawing paper, drawing pencils, paste or glue, markers, scissors, yarn

Instructional Strategies

Visual Arts Standard K.1

- Provide drawing materials and drawing paper. Direct students to draw a short, scribbled line anywhere on the paper plane. Next, have students turn their paper to view the line in each of four directions. Lastly, direct them to draw additional lines to the first line to create a plant, a person, or an animal.
- Show examples of small and large shapes such as circles, squares, triangles, rectangles, and ovals. Provide sheets and scraps of construction paper in various colors, paste or glue, scissors, and crayons. Direct students to select one sheet of construction paper. Then, ask them to select two of the displayed and discussed shapes. Direct them to use the scrap paper to draw and cut out two examples of each selected shape. Lastly, direct students to glue the four cutout shapes on the construction paper to make a collage. Have students embellish the collage, using crayons.
- Exhibit works of art made from found objects. Provide students with one found object (e.g., toilet paper roll, paper towel roll, egg carton), yarn, various colors of construction paper, markers, paste or glue, and scissors. Have students explore the shape of the found object by turning the object to view it from different sides—front, back, left, right, top, and bottom. Direct students to use the provided art materials to make a three-dimensional object.
- Show examples of paper weavings, and demonstrate how to create a paper weaving. Provide students with sheets of construction paper in various colors, strips of construction paper in various colors, and scissors. Direct students to select a sheet of construction paper, fold it in half, and use scissors to make a cut from the folded edge to within approximately one inch from the opposite edge. Have them repeat this step, making additional cuts approximately one inch apart to form a paper loom. Direct students to open the paper loom, select a strip of construction paper, and weave it over and under the strips in the loom. Direct students to continue weaving to complete a paper weaving.

Science Standard K.2

- Provide large, medium, and small textured objects. Direct students to observe each object from multiple angles to see different perspectives. Then, direct students to close their eyes and lightly touch each object to

explore its shape and texture. Conduct a group discussion about how each object appeared when viewed from different angles and how it felt when touched. Ask students which senses they used to observe each object.

- Provide students with art materials. Select and play two contrasting instrumental musical selections. Tell students to listen to each selection and then create a work of art that represents each one. Display the works of art, and conduct a discussion with students about them. Discuss how students developed their personal solutions to the problem of expressing the musical selections through works of art.

Visual Arts Standard K.2

The student will express ideas and feelings through the creation of works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard K.12

The student will write to communicate ideas for a variety of purposes.

- a) Differentiate pictures from writing.
- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
- c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
- d) Write left to right and top to bottom.

Vocabulary

artist, landscape, media, observe, portrait, self-portrait, work of art

Activities and Materials

- Making a journal, creating a mural
- Crayons, drawing paper, drawing pencils, markers, other grade-level-appropriate art materials

Instructional Strategies

Visual Arts Standard K.2

- Discuss with students ways that people use the visual arts to express themselves. Provide art materials, and direct students to use them to express the way they feel about their school experience.
- Display and discuss a variety of portraits. Provide drawing materials and drawing paper. Direct students to draw a portrait of a classmate.
- Compare and contrast portraits and self-portraits. Provide drawing materials and drawing paper. Direct students to draw a self-portrait.
- Show examples of landscapes. Discuss how landscapes change with the seasons and how various artists depict these changes in works of art.
- Conduct a class discussion about the various media available to create works of art.
- Provide art materials for students to create a group mural depicting a recent field trip, class theme, or holiday.

English Standard K.12

- Direct students to use phonetically spelled words to write about their favorite visual arts project.
- Select and read aloud a short story or rhyme. Have students draw a picture about the story or rhyme.
- Ask students to select their favorite story character, depict the character in a drawing, and explain why they selected the character.
- Discuss a journal, and provide art materials for students to create one. Have students include drawings and writings about art projects and the visual arts.

Visual Arts Standard K.3.1

The student will identify and use colors—red, blue, yellow, green, orange, violet, brown, black, and white.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard K.4

The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include

- a) colors of objects;
- b) shapes and forms of objects;
- c) textures and feel of objects;
- d) relative sizes and weights of objects; and
- e) relative positions and speed of objects.

Vocabulary

black, blue, brown, collage, color, green, orange, purple, rainbow, red, violet, white, yellow

Activities and Materials

- Drawing, cutting, pasting
- Crayons, drawing paper, drawing pencils

Instructional Strategies

Visual Arts Standard K.3.1

- Identify the colors red, blue, yellow, green, orange, violet, brown, black, and white by name. Have students select a crayon to match the identified color as it is read aloud.
- Play color-identification games. For example, have all students wearing red stand; then, have all students wearing green stand. Repeat with other colors.
- Make and display a color wheel showing the primary colors and secondary colors. Provide art materials for students to create their own color wheel.
- Exhibit works of art that portray the seasons of the year. Conduct a class discussion about how the artist used colors within each exhibited work of art to portray the season.
- Identify colors in the classroom environment. Provide art materials, and direct students to produce a work of art using the identified colors.
- Identify the color you most enjoy wearing and explain why. Let students take turns naming their favorite color and explaining why it is their favorite.

Science Standard K.4

- Provide several colorful everyday objects in a bag. Ask students to turn around and face the opposite direction. Request one student to come and pull an object from the bag. Ask the student to describe the object by its color or colors only. Have the class identify the object. Continue until all the objects have been drawn. Reveal to the class the objects in the bag.
- Describe and show a collage. Provide magazines, and have students cut out pictures, each of which is representative of one color. Provide drawing paper and paste for students to paste their pictures into a collage.

- Display a colorful work of art, and identify and describe the colors used by the artist in it. Have students identify and describe the colors used by the artist in a different work of art.
- Show students the spectrum of colors by holding a prism up to the light or by placing the prism on an overhead projector and projecting the colors on the wall. Direct students to identify the refracted colors.
- Overlay primary-colored transparencies (red, blue, yellow) on an overhead projector to demonstrate color mixing and the secondary colors. Direct students to identify the two primary colors one must mix together to make each of the secondary colors (orange, green, violet).
- Show how a rainbow spectrum of colors can be produced outdoors by using a garden hose, water, and sunlight. Have students identify the colors in the mist of water.

Visual Arts Standard K.3.2

The student will identify and use textures—visual and tactile.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standards of Learning

English Standard K.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

Science Standard K.4

The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include

- a) colors of objects;
- b) shapes and forms of objects;
- c) textures and feel of objects;
- d) relative sizes and weights of objects; and
- e) relative positions and speed of objects.

Vocabulary

bumpy, crayon, feel, hard, rough, rubbing, smooth, soft, texture, touch

Activities and Materials

- Making a crayon rubbing, printing
- Crayons, drawing paper

Instructional Strategies

Visual Arts Standard K.3.2

- Identify, describe, and show examples of various tactile textures. Pass the textures around the room for students to feel. Ask the students to describe each texture by how it looks and how it feels.
- Divide students into five groups. Assign each group one texture—rough, smooth, soft, hard, or bumpy. Explain that the five groups will have two minutes to locate and identify the assigned texture within the classroom. The first group to have all members standing by the assigned texture with their hands raised will be the winning group. Each group will share and describe the objects they identified for their assigned texture. The game may be repeated with each group assigned a different texture. Encourage students to select other objects that were not previously selected by another group.
- Construct a texture box by selecting various textured objects and placing them in an enclosed box with a hole only large enough for a student's hand to go through. One student at a time is directed to place his/her hand in the box and select an object to describe using only the sense of touch and texture words. The class will listen to the student's description of the object and try to identify the object. The teacher will record the texture

words used by students to describe the contents of the box. After several students have been given a turn, the contents of the box will be revealed.

- Show and discuss texture in natural objects. Provide various leaves from trees found around the school grounds. Have students select and identify a leaf. Provide crayons and drawing paper for students to make a crayon rubbing of the leaf.
- Provide paper and crayons, and direct students to make crayon rubbings of various textures found in the classroom environment, such as the textures of shoe soles, heat registers, desk tops, tiles, or walls.
- Explore and make a class collograph printing surface, and let students ink the surface and pull a print.

English Standard K.2

- Provide various tactile textures, and have students describe the texture after visual examination. Record the student comments on the board. Discuss the comments with the students.
- Direct students to explore and describe textures that are found on themselves or their clothing (e.g., the textures of hair, teeth, fingernails, various fabrics, shoe soles).
- Exhibit student crayon rubbings. Engage students in a class discussion to compare and contrast the rubbings. Ask students to name the objects they used to produce the rubbings.

Science Standard K.4

- Provide various tactile textures. Direct students to sit in a circle on the floor and close their eyes. Pass around a textured object, and ask students to feel it but not to comment. Collect the object after it has been passed to each student. Have students use texture terms to describe the object. Record students' comments on the board. Have students identify the object. Show the object.
- Create a scrapbook that contains various labeled textures. Place the scrapbook at a learning station for further exploration and viewing by students.
- Make a scrapbook that contains appropriate textures for use by students to make crayon rubbings. Place the scrapbook, scrap paper, and crayons at a learning station where students can create crayon rubbings.

Visual Arts Standard K.3.3

The student will identify and use lines and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard K.4

The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include

- a) colors of objects;
- b) shapes and forms of objects;
- c) textures and feel of objects;
- d) relative sizes and weights of objects; and
- e) relative positions and speed of objects.

Vocabulary

computer, curved, diagonal, horizontal, long, short, straight, thick, thin, vertical

Activities and Materials

- Drawing, painting
- Construction paper, crayons, drawing paper, drawing pencils, twigs, cotton swabs, paint, brushes

Instructional Strategies

Visual Arts Standard K.3.3

- Show and identify examples of lines and line characteristics, such as straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal. Provide yarn, paste or glue, and paper. Direct students to glue the yarn on the paper to create a work of art that depicts the use of different kinds of lines.
- Display and discuss visuals and selected works of art that show various lines and line characteristics.
- Identify and discuss various lines found in the classroom environment. Provide crayons and drawing paper or construction paper. Direct students to select and draw various lines to depict a classroom object.
- Identify and discuss various lines found in the natural environment. Provide crayons and drawing paper or construction paper. Direct students to draw various lines to depict a natural object.
- Demonstrate how lines can be made with a variety of tools. Provide students with drawing paper and crayons, drawing pencils, twigs, cotton swabs, paintbrushes, and paint to make various lines.
- Discuss how lines in works of art can affect the feelings of the viewer.
- Kinesthetically pantomime a line formation. Direct students to reproduce the movement. Then, have them create a movement to match an orally prompted line formation.

Science Standard K.4

- Show various natural objects, and describe the lines that make up the objects.
- Discuss various lines and line characteristics found in the environment. Provide drawing materials, and direct students to use various lines to draw a flower.
- Show several pictures of animals, and discuss the various lines and line characteristics that make up the animals. Provide drawing materials, and direct students to use various lines to draw an animal.

- Demonstrate that a magnifying glass can be used to examine the lines on the palm of the hand and on fingertips. Direct students to use magnifying glasses to study their hands and to identify the various lines they see on them. Provide drawing pencils and drawing paper, and have students record their observations.
- Produce a computer image with the class that reflects various lines. In a class discussion, challenge students to label the lines depicted in the computer-generated work as straight or curved, thick or thin, long or short, vertical or horizontal, or diagonal.

Visual Arts Standard K.3.4

The student will identify and use shapes—circle, square, triangle, rectangle, and oval.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard K.12

The student will write to communicate ideas for a variety of purposes.

- a) Differentiate pictures from writing.
- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
- c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
- d) Write left to right and top to bottom.

Mathematics Standard K.11

The student will

- a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and
- b) compare the sizes (larger, smaller) and shapes of plane geometric figures (circle, triangle, square, and rectangle).

Vocabulary

circle, oval, rectangle, square, triangle

Activities and Materials

- Drawing, cutting, pasting
- Construction paper, crayons, drawing paper, drawing pencils, paste or glue, scissors

Instructional Strategies

Visual Arts Standard K.3.4

- Discuss and show two-dimensional objects that are examples of shapes such as the circle, square, triangle, rectangle, and oval. Provide construction paper in various colors, scissors, paste or glue, and crayons or markers. Direct students to draw and cut out each shape and affix it to the construction paper to represent the object. Students may use crayons or markers to enhance the likeness of the object.
- Identify and discuss with students the various shapes found in the classroom environment.
- Set up a display that shows various shapes. Conduct a class discussion to identify the shapes found within the display.
- Demonstrate how to draw a circle, square, triangle, rectangle, and oval. Provide art materials, and direct students to practice drawing these shapes.
- Identify and discuss various shapes found in the natural environment. Provide art materials. Direct students to draw a flower and identify the shapes used to create the work of art.
- Demonstrate how shapes can be put together to make new shapes. Provide art materials, and direct students to cut out various shapes and paste them together on paper to make an animal.
- Conduct a class discussion to select, discuss, and analyze the shapes found on a classroom wall—things such as windows, chalkboard, doors, a clock. Provide construction paper, paste, scissors, and crayons or markers. Direct students to use cutout shapes to reproduce the shapes on the wall.

- Discuss and demonstrate the basic shapes produced when art tools such as scissors, drawing pencils, crayons, or paint containers are traced on drawing paper. Provide drawing materials and various art tools. Direct students to select an art tool and trace the outline of the tool on the paper. Have students identify the shapes they drew.

English Standard K.12

- Identify and name the shapes that make up the letters of the alphabet.
- Provide cut out letters of the alphabet, and direct students to group the letters by their basic shapes.
- Display two different fonts of a few letters of the alphabet, and discuss with students the differences and similarities between the pairs of letters.
- Identify two-dimensional shapes such as a circle, square, triangle, rectangle, and oval. Discuss the shapes found in the human face. Direct students to draw shapes, using crayons, to create a self-portrait, and then have them write their names under the drawings.
- Identify and show imaginative, creative variations of letters of the alphabet. Direct students to draw the first letter of their name and to make a variation of the letter, using crayons.

Mathematics Standard K.11

- Show examples of two-dimensional (plane) geometric figures, such as a circle, triangle, square, rectangle, and oval. Conduct a class discussion about how the shapes are alike and different. Provide art materials, and direct each student to draw and cut out each of the four shapes and glue them down on construction paper.
- Discuss the shapes found in the human face. Ask students to find shapes in another student's face. Provide art materials, and direct students to create a portrait using only cutout shapes.
- Show and discuss with students the shapes found in printed fabrics. Discuss with students how patterns can be made with shapes. Provide students with drawings of different shapes in various sizes on various colors of construction paper. Ask them to cut out the shapes and glue them on construction paper to make a pattern. Have students exchange their patterns, and direct students to use the cutout shapes to extend the pattern they now have.
- Conduct a class discussion about two-dimensional (plane) geometric figures such as a circle, triangle, square, rectangle, and oval. Provide drawing materials, and direct students to draw each of these plane geometric figures.
- Show examples of two-dimensional (plane) geometric figures such as a circle, triangle, square, rectangle, and oval. Provide art materials, and direct students to draw, cut out, and use circles, triangles, squares, rectangles, and ovals to create a work of art.

Visual Arts Standard K.3.5

The student will identify and use patterns—natural and man-made.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard K.16

The student will identify, describe, and extend repeating patterns.

Vocabulary

color, line, pattern, repeat, shape

Activities and Materials

- Drawing, cutting, pasting
- Construction paper, crayons, markers, drawing paper, drawing pencils, paste or glue

Instructional Strategies

Visual Arts Standard K.3.5

- Show and discuss examples of patterns found in the natural and classroom environments. Provide art materials. Direct students to create a pattern, using lines and/or shapes.
- Display examples of patterns in wallpaper, clothing, fabric, and/or wrapping paper. Discuss with students the different patterns found in the examples, and point out their similarities and differences. Provide art materials. Direct students to use patterns to create a wallpaper, fabric, or wrapping paper design.
- Make and show examples of patterns with repeating colors. Direct students to name the colors in each pattern in the order of their arrangement. Give each student a large sheet of yellow, red, blue, green, orange, or violet construction paper. Divide the class into two groups. Assign each group a pattern. Direct students in each group to replicate the pattern by standing in a straight line against a wall while holding the colors of construction paper in the order of the assigned, repeating color pattern. Repeat this activity as time permits.
- Show an example of a pattern with repeating shapes. Direct students to name the shapes in the pattern in the order of their arrangement. Provide art materials. Direct students to use the art materials to produce a pattern with repeating shapes.
- Show examples of patterns, and direct students to distinguish the colors, lines, and/or shapes that repeat in the pattern.
- Draw with a black marker an identical straight line on each of six sheets of white paper. Then, draw an identical curved line on each of six more sheets. Repeat this process for various other lines: long, short, vertical, horizontal, and diagonal. You should now have six sheets showing each kind of line. Then, create six to eight different repeating line patterns, each depicted in black marker on white paper. Now, show the repeating line patterns, and have students name the lines in the patterns (straight, curved, long, short, vertical, horizontal, or diagonal) in the order of their arrangement. Divide the class into two groups. Give each group three sheets showing each kind of line. Let each student select a line to hold. Assign each group a pattern. Direct students in each group to replicate the assigned pattern by having students stand in a straight line against a wall while holding the lines in the order of the assigned pattern. Repeat this activity as time permits.
- Play a musical selection or other sounds that demonstrate patterns. Have students march in place, clap, skip, or hop to the beat of the music. Discuss the patterns.

- Display works of art that depict pattern. Have students identify the patterns in the works by color, shape, and/or lines. Provide students with drawing materials, and direct them to draw a pattern depicted in one of the displayed works of art.

Mathematics Standard K.16

- Using mathematics manipulatives, such as snap cubes, two-color counters, or pattern blocks, set up a pattern. Provide art materials. Have students use art materials to reproduce the pattern. Next, allow students to use the manipulatives to make up their own patterns.
- Discuss and show examples of patterns. Direct students to replicate and extend one of the pattern examples, using mathematics manipulatives, such as snap cubes, two-color counters, or pattern blocks, or colored candies or cereals. Provide art materials. Direct students to design a pattern, using color.

Visual Arts Standard K.4

The student will create a work of art that commemorates a personal or historical event.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Science Standard K.1

The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).

Vocabulary

event, mural, symbol

Activities and Materials

- Creating a class mural, cutting, pasting
- Construction paper, craft paper, crayons, markers, paste or glue, scissors, various other art materials

Instructional Strategies

Visual Arts Standard K.4

- Select and read a story about the first day of school. Provide various art materials. Ask students to produce a personal work of art that depicts their first day of school.
- Discuss and show symbols used to depict holidays. Have students brainstorm to select symbols that could be used to depict a birthday. Provide various art materials. Direct students to create a work of art that depicts a birthday celebration.
- Show, discuss, and compare examples of the evolution of the American flag. Discuss and show how colors, shapes, and lines are used in the American flag. Provide construction paper, paste, and scissors, and have students create an American flag.
- Discuss why and how Americans celebrate Thanksgiving. Provide students with art materials, and have them produce a work of art that depicts what Thanksgiving means to them.
- Show and discuss some postage stamps that have works of art on them. Provide students with art materials, and have them design a postage stamp that portrays a tree that can be found in Virginia.
- Exhibit and discuss a work of art that depicts a historical event. Provide various art materials. Direct students to create a work of art that depicts a current event.

History and Social Science Standard K.1

- Discuss why George Washington, Betsy Ross, Abraham Lincoln, and Pocahontas are famous American persons in history. Brainstorm with the class to decide how each of these people could be represented by a symbol. Provide various art materials. Direct students to design a symbol that represents one of these famous Americans.
- Show and discuss examples of U.S. postage stamps that depict famous Americans. Conduct a class discussion about how the stamps are alike and different.

- Discuss the meaning of the word *holiday*. Conduct a class discussion to select a specific holiday for the class to depict in a mural. Provide various art materials. Direct students to work together to create a mural that depicts the selected holiday.

Visual Arts Standard K.5

The student will create a work of art that depicts a specific animal or plant.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard K.9

The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include

- a) weather observations;
- b) the shapes and forms of many common natural objects including seeds, cones, and leaves; and
- c) animal and plant growth.

Vocabulary

animal, feathers, flowers, fur, leaf, petals, plant, trees, wings

Activities and Materials

- Collage making, cutting, pasting
- Drawing paper, drawing pencils, paste or glue, markers, scissors

Instructional Strategies

Visual Arts Standard K.5

- Display pictures of animals. Discuss the shapes, lines, colors, and textures that make up the body of each animal. Provide students with art materials to create a two-dimensional animal.
- Identify and discuss the details that make each animal unique. Provide students with tactile textures and art materials to create a representation of an animal.
- Provide pictures of flowers. Discuss the shapes, lines, colors, and textures that make up each flower. Provide students with colored construction paper and paste or glue. Direct students to create a torn-paper work of art that depicts a flower.
- Display works of art that depict the four seasons and that contain animals and plants. Have students take turns identifying and discussing one selected animal or plant in one of the works of art. Ask the class how the selected animal or plant may look different in the other seasons.
- Provide magazines, and have students cut out pictures of animals. Let students select the animals they would like to place on a group mobile. Help students construct and exhibit the mobile.
- Provide magazines, and have students cut out pictures of plants. Let students select the plants they would like to place on a group mobile. Help students construct and exhibit the mobile.
- Provide a three-dimensional model of an animal. Provide art materials and three-dimensional found objects, and have students create three-dimensional representations of animals.

Science Standard K.9

- Procure a variety of seeds, planting materials, and containers. Assign a seed to each student, and direct students to plant their seeds. Place seeds in a well-lit location and keep them watered appropriately, being careful not to overwater. Provide art materials for students to create a journal. Direct students to observe and record the growth of their plants by making drawings in their journals. Conduct a class discussion about the similarities and differences between plants and the growing cycles as recorded in the student journals.

- Provide cards with pictures of young animals and other cards with pictures of the animals' parents for students to sort and match. Provide art materials for students to produce their own set of cards.
- Provide cards containing various environments and cards with animals found in those environments for students to sort and match. Provide art materials for students to produce their own set of cards.
- Take students outside to a natural area to collect various natural objects. Have students identify and discuss the objects and use them to make a collage.

Visual Arts Standard K.6

The student will create a self-portrait.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard K.12

The student will write to communicate ideas for a variety of purposes.

- a) Differentiate pictures from writing.
- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
- c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
- d) Write left to right and top to bottom.

Vocabulary

portrait, self-portrait

Activities and Materials

- Drawing, cutting, pasting
- Construction paper, crayons, drawing paper, drawing pencils, paste or glue, scissors

Instructional Strategies

Visual Arts Standard K.6

- Discuss the parts of the body that might be included in a portrait—eyes, nose, mouth, chin, ears, hair, legs, arms, chest, hands. Show examples of portraits, landscapes, and still lifes. Direct students to identify the portraits and to explain their selections.
- Ask a student to come to the front of the class. Discuss with students the different parts of the human body and the distinctions among these parts, including their sizes, colors, and locations in relation to each other. Provide various drawing materials and drawing paper. Direct each student to draw a self-portrait. At the end of class, exhibit the portraits, and ask students to identify selected self-portraits and explain how they know a certain portrait is of a certain person.
- Display a variety of portraits that reveal the occupation of the person shown. Discuss with students that a self-portrait may have visual clues about the person, such as the person's lifestyle, environment, occupation, personality, hobbies, or favorite things. Provide various drawing materials and drawing paper. Direct students to draw a self-portrait that contains visual clues about their personality, hobbies, or favorite objects. At the end of class, select one self-portrait to share with the class. Ask the class to pretend they are living one hundred years from today. Have them talk about the chosen self-portrait, identifying and discussing the parts of the picture that tell them something about the person shown.

English Standard K.12

- Display a variety of self-portraits. Discuss with students the meaning of a self-portrait. Provide a variety of drawing materials and drawing paper. Direct students to create a self-portrait and to explain to the class why they decided to depict the parts of themselves in the work of art.
- Provide magazines, scissors, paste or glue, and paper. Direct students to identify, cut out, and assemble facial and/or body parts from the magazine pictures to represent themselves in a self-portrait.

Visual Arts Standard K.7

The student will identify objects within the environment that occupy space.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard K.8

The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include

- a) shadows occur in nature when sunlight is blocked by an object; and
- b) shadows can be produced by blocking artificial light sources.

Vocabulary

curl, fold, light, pleat, roll, tear, three-dimensional form, twist, two-dimensional shape, wrinkling

Activities and Materials

- Participating in class discussion, curling, folding, pleating, rolling, tearing, twisting, wrinkling, making observations
- Paper, artificial light source, art materials for three-dimensional artwork, wet clay

Instructional Strategies

Visual Arts Standard K.7

- Provide a variety of two-dimensional shapes and three-dimensional forms. Guide student discussion of the differences and similarities between two-dimensional shapes and three-dimensional forms.
- Demonstrate the ways to change a sheet of paper from a two-dimensional shape to three-dimensional form by curling, folding, pleating, rolling, tearing, twisting, or wrinkling. Provide paper for students to practice curling, folding, pleating, rolling, tearing, twisting, or wrinkling techniques.
- Set up a set of three-dimensional forms, and place an artificial light source behind them. Direct students to observe the shadows cast by the forms. Select and show works of art that depict shadows. Conduct a class discussion about the similarities and differences found between the actual shadows and the depicted shadows.
- Provide materials for students to produce a three-dimensional work of art. Direct students to hold their works of art by a light or in direct sunlight to identify the shadows. Have students view the shadows cast by other students' three-dimensional works of art.
- Provide picture cards of two-dimensional shapes and picture cards of three-dimensional forms, and make them available for students to sort and match (e.g., circle with sphere, square with cube, triangle with pyramid).
- Use wet clay to demonstrate the molding of a three-dimensional form.

Science Standard K.8

- Select and discuss with the class the properties of three-dimensional forms found in the classroom.
- Discuss what happens when three-dimensional forms in nature block sunlight.
- Set up various three-dimensional forms, and place an artificial light source behind them; then, have students identify the two-dimensional shapes of the shadows cast by the forms.
- Record students' observations of the shadows cast when three-dimensional forms are placed closer to and farther away from an artificial light source.

Visual Arts Standard K.8

The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard K.12

The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

Vocabulary

above, back, below, bottom, center, front, left, next to, over, right, side, space, top, under

Activities and Materials

- Making observations, creating three-dimensional artwork, pantomiming, sequencing
- Art materials for three-dimensional artwork

Instructional Strategies

Visual Arts Standard K.8

- Provide a three-dimensional form, and demonstrate how the form can be viewed from the left, right, top, bottom, front, and back. Have students describe the form from each of these views.
- Display three-dimensional sculptures for student exploration and study. Provide art materials. Direct students to create a three-dimensional work of art. Lastly, have students view their work of art from each side, the center, as well as from above and below.
- Pantomime spatial relationships, and direct student to mimic each movement—left, right, top, bottom, side, center, front, back, over (above), under (below), and next to.
- Display and discuss spatial relationships in relation to two-dimensional works of art.
- Produce a floor plan of the classroom, and have the class label it appropriately to help them picture the classroom from above.

Mathematics Standard K.12

- Provide picture cards depicting views of a three-dimensional object as seen from all sides. Have students sort and place the cards in sequence to match the views seen when walking around the object. Repeat with picture cards of other objects.
- Play games such as Simon Says to demonstrate spatial relationships—left, right, top, bottom, side, center, front, back, over (above), under (below), and next to.
- Provide oral prompts for students to move to designated spaces in the classroom—left, right, top, bottom, side, center, front, back, over (above), under (below), and next to.
- Show examples of two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle). Next, place different-size cutouts of these two-dimensional geometric figures around the classroom at different levels—high, low, and eye-level. Discuss with students how two-dimensional geometric figures appear when viewed from different levels—from above, from below, from next to. Direct students to find, identify, and categorize the two-dimensional geometric figures placed around the classroom. Lastly, have students find and

identify objects located in the classroom at different levels—high, low, and eye-level—that contain these same two-dimensional geometric figures.

Visual Arts Standard K.9

The student will describe the sequence of steps in the making of a work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard K.3

The student, given an ordered set of 10 objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.

Vocabulary

bottom to top, first, left to right, make, pattern, right to left, second, sequence, steps, third, top to bottom

Activities and Materials

- Making crayon rubbing, making observations, participating in class discussion, contributing to group art project, reproducing patterns
- Crayons, paper, various other art materials including drawing paper and drawing pencils

Instructional Strategies

Visual Arts Standard K.9

- Provide examples of crayon rubbings. Discuss the sequence of steps required to make a crayon rubbing. Provide crayons and paper. Direct students to create a crayon rubbing from textured objects within the classroom environment. Lastly, select a student to tell the class the sequence of steps involved in making a crayon rubbing.
- Provide an art project that could have been created by a student in the past—for example, a cutting and pasting project, a drawing of an animal, or a painting of a flower. Select individual students to model each step in the process used to produce such a work of art. Discuss the importance of completing a project following a number of steps in the proper sequential order.
- Provide picture cards of the sequence of steps involved in making a work of art, and direct students to place the cards in the order that the steps should be taken to complete the project. Conduct a class discussion to identify the steps and how the project might end up being different if the steps were taken out of sequence.
- Provide and review classroom set-up and clean-up procedures. Then, display a chart or poster depicting the sequence of steps for completing an art project, including the setup and cleanup procedures.
- Divide students into groups, and assign each group a project to produce a work of art. Provide various art materials. Have groups produce their artwork by following the specified sequence of steps. Ask each group to share the sequence of steps they followed to produce the work of art.

Mathematics Standard K.3

- Provide an ordered set of three pictures. Direct students to indicate the ordinal position of each picture, going from left to right and then from right to left, or from top to bottom and then from bottom to top.
- Provide picture-sequencing cards for things such as art class procedures, the numbers 1 through 10, the alphabet, coming to school, or school-day activities, and have students place the cards in left-to-right sequential order.

- Provide each student with drawing materials and three pieces of paper. Direct students to make a drawing on each piece of paper to depict a sequence of events (e.g., an activity before school, an activity during school, an activity after school). Have students place their drawings in left-to-right sequential order.
- Read a short, memorable story to the class. Have students trifold a sheet of paper and draw pictures depicting in order from left to right the beginning, middle, and end of the story.
- Provide patterns made with mathematics and visual arts manipulatives such as various shaped and colored beads, snap cubes, two-color counters, or pattern blocks. Divide students into pairs. Direct one student in each pair to reproduce and extend the patterns. Next, ask one student in each pair to create a pattern, using the mathematics or visual arts manipulatives. Then, direct the second student in each pair to reproduce and extend the pattern. Ask students in each pair to exchange roles and repeat the process.
- Provide patterns created vertically and demonstrate that the patterns can be identified from top to bottom or from bottom to top. Divide students into pairs, and provide manipulatives for one student to create a vertical pattern. Have that student explain the pattern from top to bottom. Ask the other student in each pair to reproduce the pattern. Repeat, having the student who creates the vertical pattern read it from bottom to top.

Visual Arts Standard K.10

The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard K.1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) basic characteristics or properties of objects are identified by direct observation;
- b) observations are made from multiple positions to achieve different perspectives;
- c) a set of objects is sequenced according to size;
- d) a set of objects is separated into two groups based on a single physical characteristic;
- e) nonstandard units are used to measure the length, mass, and volume of common objects;
- f) observations and predictions are made for an unseen member in a sequence of objects;
- g) a question is developed and predictions are made from one or more observations;
- h) observations are recorded;
- i) picture graphs are constructed;
- j) unusual or unexpected results in an activity are recognized; and
- k) objects are described both pictorially and verbally.

Vocabulary

model, pinch, pound, pull, roll, squeeze, twist

Activities and Materials

- Creating ceramics, making observations, participating in class discussion, contributing to group project
- Wet clay, oil clay, modeling dough, paper

Instructional Strategies

Visual Arts Standard K.10

- Display paper and clay three-dimensional works of art. Discuss with students how these sculptures were created and how they are different.
- Provide three-dimensional art materials, and demonstrate the procedure for producing a three-dimensional form by pinching, pulling, squeezing, twisting, pounding, and/or rolling.
- Demonstrate various ways to manipulate wet clay—pinching, pulling, squeezing, twisting, pounding, and rolling. Provide wet clay or oil clay and clay tools. Direct students to manipulate the wet clay or oil clay by pinching, pulling, squeezing, twisting, pounding, and rolling to create a clay animal.
- Describe the differences between raw materials and finished projects.
- Demonstrate how to create closed and open spaces with wet clay or oil clay. Provide wet clay or oil clay and clay tools, and direct students to create a simple clay sculpture.

Science Standard K.1

- Provide wet clay, oil clay, and modeling dough. Have students investigate and describe the properties of each—i.e., its appearance, feel, color, weight, and density.

- Provide wet clay, clay tools, and found objects. Have students explore the application of texture to clay by modeling the textures of the objects with the clay. Have students explain the clay tools and objects they used to make the selected textures. Lastly, ask students to view the textures from various positions and describe each view.

Visual Arts Standard K.11

The student will identify people who make art as “artists” (e.g., painters, sculptors, printmakers, architects, graphic designers).

Strand

Cultural Context and Art History

Goal

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard K.6

The student will match simple descriptions of work that people do with the names of those jobs.

Vocabulary

architect, architecture, artist, fiber, graphic designer, painter, photographer, printmaker, sculptor, weaving

Activities and Materials

- Participating in class discussion, drawing, making observations, printing, weaving
- Drawing paper, drawing pencils, paper, yarn

Instructional Strategies

Visual Arts Standard K.11

- Display and discuss visuals of various kinds of artists creating works of art.
- Discuss and describe the processes artists use in creating works of art.
- Display and identify various kinds of works of art, and discuss the different artists who created them.
- Discuss why a person who creates art is identified as an artist.
- Discuss the use of masks in contemporary society for such things as musical and theatrical performances, celebrations, and ceremonies.

History and Social Science Standard K.6

- Select one type of artist and pantomime the action used by that artist while creating a work of art. Have students identify the artist. Ask a student to select another type of artist and to pantomime the action of the artist while creating a work of art. Have students identify the artist.
- Show visuals of masks representative of several cultures. Discuss how masks can be works of art and can be found in art museum collections. Explain how they help us to understand how people lived in other times and cultures.
- Display paintings, posters, and/or photographs depicting celebrations. Explain the role of painters, graphic designers, and/or photographers in our culture. Have students match the paintings, posters, and/or photographs with the types of artists who created them.
- Display and discuss portraits, including works of art in a variety of media by contemporary artists.
- Display works of art and/or other visuals that depict various architectural styles. Explain why we have architects and what an architect’s role is.
- Display a variety of fiber works of art. Discuss and provide examples of ways contemporary artists use fibers to create works of art (e.g., wall weavings, tapestries) as compared to how people of other cultures today and in the past use fibers (e.g., cotton, linen, hemp, silk, wool) to create clothing and household items to satisfy more basic needs.
- Display a variety of fiber works of art. Provide weaving materials, and guide students in producing a simple weaving.

Visual Arts Standard K.12

The student will identify the purposes for creating works of art.

Strand

Cultural Context and Art History

Goal

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard K.9

The student will demonstrate comprehension of fictional texts.

- a) Identify what an author does and what an illustrator does.
- b) Relate previous experiences to what is read.
- c) Use pictures to make predictions.
- d) Begin to ask and answer questions about what is read.
- e) Use story language in discussions and retellings.
- f) Retell familiar stories, using beginning, middle, and end.
- g) Discuss characters, setting, and events.

Vocabulary

art, artifact, artwork, celebration, community, event, holiday, museum, purpose, setting, work of art

Activities and Materials

- Categorizing, participating in class discussion, pantomiming, creating works of art
- Costumes, various art materials

Instructional Strategies

Visual Arts Standard K.12

- Have students discuss places where art can be found in the community.
- Explain and show examples of functional and decorative art.
- Provide a reproduction of a work of art. Have students guess why the artist created the work of art, and discuss their responses.
- Conduct a class discussion about how artists create art depicting celebrations and holidays.
- Provide four costumes and four works of art that reflect the culture and/or time period of each costume. Display the four works of art. Divide the class into four groups and assign a costume to each group. Ask each group to select a student to try on the assigned costume. Next, have each group take part in a group discussion to select the work of art that most matches the costume. Have students investigate the selected work of art to determine other clues about the costume, time period, and/or culture.
- Discuss the various purposes of art and why people create art. Display a variety of artifacts from various historical periods and cultures. Conduct a class discussion to determine which of the displayed artifacts may be categorized as art.

English Standard K.9

- Provide works of art that show various celebrations. Ask a student to select and pantomime a celebration, such as a birthday, wedding, or holiday. Next, direct the class to identify the pantomimed celebration and select the exhibited work of art that best exemplifies it. Conduct a class discussion to identify the parts of the work of art that reflect the celebration and the purpose for creating the work of art. Repeat this activity as time permits.
- Discuss what facial expressions and emotions may be expressed at various events in a person's lifetime (e.g., surprise after opening a birthday gift, contentment after a wonderful meal, happiness after receiving a favorite gift, joy at a wedding). Ask students to pantomime such an event.

- Select several works of art that express emotions. Discuss the fact that some artists create works of art to show their feelings about a specific time period, historical event, or personal experience. Have students discuss how the works of art make them feel and why they think each artist created the work of art.
- Discuss the fact that stories have a beginning, middle, and end, giving some familiar examples. Explain that while a work of art may show one moment in an event, the work of art may reveal even more, “telling” the viewer things about the story behind the event. Display a work of art that depicts an event such as an activity or celebration. Direct students to view the work of art and determine the sequence of events that may have taken place before and/or after the event. Provide art materials, and direct students to create a work of art that shows a happening or event either before or after the one depicted in the selected work of art. Let students switch beginning and ending activities, events, and celebrations by placing their works of art on either side of the displayed work of art. Ask them to discuss why they think the artist created the work of art.

Visual Arts Standard K.13

The student will discuss the concept that people in all cultures create works of art.

Strand

Cultural Context and Art History

Goal

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard K.6

The student will match simple descriptions of work that people do with the names of those jobs.

Vocabulary

artist, create, culture, painter, printer, sculptor, sculpture, weaver, weaving, work of art

Activities and Materials

- Participating in class discussion
- Various art materials

Instructional Strategies

Visual Arts Standard K.13

- Discuss with students the meaning of the word *culture* by showing works of art, playing music, and exhibiting objects from current American culture. Show works of art from another culture, and discuss with students how and why the art was created.
- Display works of art that depict the culture of Colonial America or the American Indians. Have students study the works of art to find the cultural clues contained in each. Conduct a class discussion for students to compare and contrast their findings.
- Discuss with students the meaning of the word *culture*. Provide art materials, and have students create a work of art that would teach a person 100 years from now something about our current culture. Exhibit several student artworks, and conduct a class discussion to enable students to guess what parts of our culture the works of art convey.

History and Social Science Standard K.6

- Display works of art that reflect Colonial American culture. Have students discuss each work of art with respect to the media used and the type of artist (e.g., sculptor, painter, printer, weaver) who created the work. Conduct a class discussion to explore the artists' reasons for creating the works of art.
- Display works of art that reflect American Indian culture. Have students discuss each work of art with respect to the media used, the type of artist (e.g., sculptor, painter, printer, weaver) who created the work, and how the culture is reflected in the work.

Visual Arts Standard K.14

The student will describe and respond to works of art.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of their work and the work of others.

Related Academic Standard of Learning

English Standard K.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

Vocabulary

color, describe, imaginary, line, look, realistic, respond, shape, texture

Activities and Materials

Participating in class discussion, pantomiming

Instructional Strategies

Visual Arts Standard K.14

- Show visuals that depict kindergarten activities. Direct students to view the visuals and describe, analyze, and interpret the activities shown. Select a work of art that depicts a school activity. Have students look at the work and describe, analyze, and interpret the activity.
- Select and display a work of art. Have students describe the subject matter and the main objects found in the work.
- Select and display a work of art that depicts a historical figure. Direct students to identify the figure and discuss, describe, and respond to the work.
- Select a two-dimensional work of art that depicts more than one figure. Select several students to pantomime the activities of the figures.
- Select a three-dimensional work of art that depicts more than one figure. Select several students to strike the poses of the figures and make them come alive.

English Standard K.2

- Display a work of art, and ask students to identify and describe the colors, shapes, and sizes of objects seen in the work.
- Select and show a work of art. Have students discuss how the work makes them feel. Ask them how they would depict a happy, sad, or excited emotion in a personal work of art.
- Select and show works of art depicting real and/or imaginary themes. Guide students in a class discussion to identify the themes depicted. Have students describe the works of art, and encourage them to ask “how” and “why” questions.
- Show works of art, and ask students to name and describe the people, places, and objects depicted in each.

- Select and read two versions of the same story. Conduct students in a discussion to compare the two stories. Select two similar works of art, and ask students to compare the two works of art.

Visual Arts Standard K.15

The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern).

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of their work and the work of others.

Related Academic Standard of Learning

Mathematics Standard K.15

The student will sort and classify objects according to attributes.

Vocabulary

line, object, pattern, shape, texture

Activities and Materials

- Participating in class discussion, classifying, sculpting, making a crayon rubbing, printing, collage making, sorting
- Magazines, scissors, wet clay, sculpting tools, crayons, drawing paper, old shoes, printing materials, construction paper, crayons, paste or glue, markers, scissors, yarn, computer, scanner, digital camera, mathematics manipulatives, leaves, cutout shapes

Instructional Strategies

Visual Arts Standard K.15

- Display selected classroom objects that show various colors, textures, lines, shapes, and patterns. Lead students in a discussion to describe the qualities each object exhibits. Help students classify the objects by color, texture, line, shape, or pattern.
- Provide magazines, and direct students to cut out pictures that depict line, shape, and/or pattern. Ask each student to select and share one picture with the class, identifying the line, shape, or pattern depicted.
- Provide cards with pictures of different animals. Have students classify the animals depicted by line, pattern, shape, or texture.
- Provide wet clay, various textures, and tools. Have students explore making textures, lines, shapes, and/or patterns in the clay.
- Provide crayons and paper. Have students make crayon rubbings of textures found in the classroom environment.
- Provide printing materials and old shoes with textured soles. Show students how to print the soles of the shoes. Direct student to use the textured soles to create a print. Guide students in a discussion about the lines, shapes, and/or patterns in the created prints.
- Help the class make a color collage from digital images, using a computer, scanner, and/or digital camera. Print a copy of the collage for each student. Provide crayons, markers, paste or glue, yarn, construction paper in various colors, and scissors. Have students select and use art materials to add details to the printed collage.

Mathematics Standard K.15

- Provide mathematics manipulatives, and direct students to sort by one attribute and describe the attribute.
- Provide a variety of leaves, and direct students to sort them by size, color, and kind of edges (rough or smooth). Ask students to count the number of leaves in each category and to describe each category.
- Select a shape, line, texture, or pattern. Have students find and describe the selected shape, line, texture, or pattern in the classroom, school facility, or playground environment.

- Demonstrate how shapes can be put together to make a new shape. Provide cutout shapes for each student. Direct students to put the shapes together to create different animals.

Visual Arts Standard K.16

The student will discuss and explain ideas and expressions in personal works of art.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard K.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

Vocabulary

expressions, ideas, imaginary, mood, personal, real

Activities and Materials

- Participating in class discussion, drawing, making observations
- Crayons, drawing pencils, markers, drawing paper, construction paper

Instructional Strategies

Visual Arts Standard K.16

- Display students' works of art. Ask students to explain the ideas they used to produce the works.
- Conduct a class discussion about the feelings students experienced while creating a work of art.
- Select and display works of art that show imaginary or real images. Conduct a discussion with students about what is imaginary and what is real. Direct students to categorize the displayed works by imaginary or real images.
- Discuss the feelings one might have when making a work of art. Ask students to share their personal experiences and feelings about making art.
- Discuss and display works of art that convey various moods. Help students analyze personal works of art to identify and describe the mood of each.

English Standard K.2

- Select and display works of art depicting people. Have students describe the people, places, and objects depicted. Discuss with students the artist's intent for each work.
- Show and discuss works of art that depict various holidays. Direct students to produce a personal work of art that conveys the way they feel about a specific holiday. If time permits, have students explain why they depicted the holiday in a certain way—i.e., how the work of art expresses their feelings about it.
- Discuss with students the meaning of following directions. Provide drawing materials and drawing paper. Direct students to draw a line down the middle of the paper, dividing the paper into a left half and a right half. Next, have students draw a line across the paper, dividing the paper into a top half and a bottom half. Have students identify the number and shape of the resulting blocks. Have them use the drawing materials to create a different pattern in each of the four blocks.
- Select and read a poem to the class. Provide various drawing materials such as crayons, markers, and/or drawing pencils. Direct students to create a drawing that depicts either the beginning, middle, or ending of the poem. Exhibit the students' works of art. Have students categorize the works by their representation of the

beginning, middle, or ending of the poem. Lastly, ask students to select one beginning, one middle, and one ending work of art and place them in sequential order. Repeat this activity as time allows.

Visual Arts Standard K.17

The student will select a preferred work of art from among others and explain why it was chosen.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard K.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

Vocabulary

color, line, pattern, select, shape, texture

Activities and Materials

Participating in class discussion, making observations

Instructional Strategies

Visual Arts Standard K.17

- Display three works of art. Ask students to select the one they like most and use appropriate visual art vocabulary to explain the reason they selected it.
- Discuss the fact that art museums collect and display valuable works of art. Have students describe what items they themselves collect (e.g., rocks, toys, stuffed animals, coins). Show three or four works by one artist, and ask students to choose the one they prefer and explain their choice.
- Select, show, and discuss a work of art you especially like, explaining your reasons for liking it.
- Display a selection of works of art. Ask students to identify the one they think is the most valuable and explain why they think so.

English Standard K.2

- Display a valuable personal treasure, and explain why you selected it to show. Direct a class discussion with students to identify their treasured items and explain why they are treasured.
- Discuss how objects can have value in different ways. Ask students to select a favorite toy and explain why they selected that particular one.
- Select and display three works of art. Lead a class discussion about how the works were produced. Ask students to identify the work of art they think took the longest to produce and explain why they think so.
- Guide students in viewing and discussing a work of art using the visual literacy process—describe, analyze, interpret, and judge.
- Show examples of and discuss how the commercial arts are used to communicate ideas.

Visual Arts Standard K.18

The student will discuss thoughts, experiences, and feelings expressed in works of art.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard K.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

Vocabulary

color, experience, expression, feeling, illustration, line, pattern, shape, thought

Activities and Materials

- Participating in class discussion, drawing, painting
- Crayons, drawing pencils, markers, drawing paper, construction paper, tempera paint, brushes, large sheets of paper

Instructional Strategies

Visual Arts Standard K.18

- Display a selected work of art, and discuss with students the artist's intent and the thoughts, experiences, and feelings expressed in the work. Provide various art materials, and direct students to create a work of art that depicts a school experience. Have students explain their thoughts, experiences, or feelings expressed in their artworks.
- Display works of art that depict children at play. Have students discuss the activity depicted in each displayed work with reference to their own play experience.
- Discuss how works of art express the artist's thoughts, experiences, and feelings. Provide various art materials, and have students express a feeling in a personal work of art.
- Discuss the seasons of the year. Have students give reasons why artists choose different colors to depict different seasons of the year. Provide tempera paint, brushes, and a large piece of paper. Divide the class into four groups, and assign each group a season of the year. Direct students to work collaboratively to create a mural that depicts the assigned season. When the murals are finished, have the students in each group show it and talk about the assigned season and why they selected the colors they did.
- Show works of art that illustrate a poem, story, or directions. Have students discuss how illustrations can help people better understand a poem, story, or directions.
- Display various works of art that express thoughts, experiences, or feelings. Discuss with students how their thoughts, experiences, and feelings can be used to generate an idea for a personal work of art. Provide various art materials, and have students convey a thought, experience, or feeling through a personal work of art.

English Standard K.2

- Display works of art that contain various sizes, colors, and shapes. Have students discuss the various sizes, colors, and shapes found within each work, including the reasons the artist chose to include them.

- Display works of art that depict various locations, people, places, and/or things. Have students describe the various locations, people, places, or things found within each work. Lastly, have students discuss what lines, shapes, colors, textures, and/or patterns the artist used to depict the various locations, people, places, or things.
- Display various book illustrations from grade-appropriate books. Conduct a class discussion about the use of illustrations in books. Have students discuss their favorite book illustrations and how the illustrations helped them understand the author's intention.
- Show students examples of how illustrations are used to help people understand and use directions. Engage students in a class discussion to identify why and how illustrations help people understand written directions. Make a set of cards that illustrates the directions for an activity like putting a puzzle together or getting ready for school. Each step of the directions should be on a separate card. Exhibit the set of illustrated directions in random order, and direct students to place the cards in the order they should be followed and explain the sequence.