

Art  
Grades Kindergarten - Eight

**PURPOSE:**

Involvement in the visual arts is extremely beneficial for students of all ages in their intellectual, personal, and social development. The purpose of art in kindergarten through grade eight is to explore the visual, spatial, and aesthetic characteristics of the world through various learning standards: media, materials, and techniques; elements and principals of design; observation, abstraction, invention, and expression; drafting, revising, and exhibiting and critical response. Students will also be familiarized with many connections strands: purposes of the arts; roles of artists in communities; concepts of style, stylistic influence, and stylistic change; inventions, technology, and the arts; and interdisciplinary connections.

**OUTCOMES:**

**Grades kindergarten to four**

**A. Methods, Materials and Techniques**

The students will:

- Explore a variety of materials and media to produce different visual effects
- Create artwork using a variety of 2D and 3D media
- Learn and use appropriate vocabulary related to the methods, materials, and techniques of each lesson
- Learn the proper use and care of materials

**B. Elements and Principals of Design**

The students will:

- Explore and experiment with the use of color in wet and dry media
- Identify primary colors and explore mixing new colors
- Identify secondary colors and explore mixing new colors
- Identify values of color
- Explore the use of line in 2D and 3D works
- Identify types of line
- Explore and identify the use of shapes and forms in 2D and 3D works
- Explore and identify the use of texture in 2D and 3D works

**C. Observation, Abstraction, Invention and Expression**

The students will:

- Create 2D and 3D works from direct observation
- Create 2D and 3D works that explore abstraction
- Create 2D and 3D works from memory or imagination to tell a story or express an idea

#### **D. Drafting, Revising, and Exhibiting**

The students will:

- Make several thumbnail sketches prior to final assignments
- Revisit artwork with fresh eyes and make adjustments to improve quality
- Title and sign artwork for exhibition

#### **E. Critical Response**

The students will:

- Participate in class critiques
- Discuss the use of line, color, shape, form, texture, value, and space
- Discuss their own work with the teacher

#### **F. Purposes and Meanings in the Arts**

The students will:

- Ask and answer questions about the possible message behind a work, the medium, and how it makes the viewer feel

#### **G. Roles of Artists in the Communities**

The students will:

- Explore how and why artists create work in their community
- Discuss how the arts can improve the community
- Explore the influence of the community on the artist

#### **H. Concepts of Styles, Stylistic Influence, and Stylistic Change**

The students will:

- Explore characteristic features of famous artists' work
- Explore stylistic changes of the different art movements
- Explore art from other cultures

#### **I. Inventions, Technologies and the Arts**

The students will:

- Ask and answer questions about the possible message behind a work, the medium, and the process
- Discuss the influence of new technologies in the arts

#### **J. Interdisciplinary Connections**

The students will:

- Explore connections among the visual arts and other disciplines

## **Grades five to eight**

### **A. Methods, Materials and Techniques**

The students will:

- Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of possibilities and effects within each medium
- Explore creating artwork that demonstrates an awareness of the range and purposes of tools unique to the visual arts
- Use appropriate vocabulary relating to the methods, materials, and techniques learned in kindergarten through grade four
- Take proper care of materials and tools

### **B. Elements and Principals of Design**

The students will:

- Explore and identify hues, values, tints, shades, tones, complementary, analogous, and monochromatic color schemes
- Continue to explore line and be able to identify various types of line
- Continue to explore more complex shapes, forms, and patterns
- Continue to explore the use of textures and be able to differentiate between surface texture and the illusion of visual texture
- Explore symmetrical and asymmetrical designs
- Explore positive and negative space

### **C. Observation, Abstraction, Invention, and Expression**

The students will:

- Create 2D and 3D representational artwork from direct observation in order to further develop skills of perception, discrimination, physical coordination, and memory of detail
- Create symbolic 2D and 3D artwork by substituting symbols for objects or ideas
- Create 2D and 3D artwork that displays knowledge of the methods architects, craftsman, and designers use to create their work
- Create 2D and 3D artwork that conveys messages and ideas

### **D. Drafting, Revising and Exhibiting**

The students will:

- Continue and increase the number of thumbnail sketches prior to final copies

- Continue to self evaluate their own work and the work of others
- Continue exhibiting their own work and take part in the process of display

### **E. Critical Response**

The students will:

- Begin to recognize and openly discuss the visual, spatial, and tactile characteristics of their own work and the work of others
- Begin to describe and discriminate among realism, abstraction, non-objective, and symbolic art
- Become aware of different architectural styles and their influence on painting and sculpture

### **F. Purposes and Meanings in the Arts**

The students will:

- Begin to interpret the meanings of artistic works by explaining how the subject matter reflects a particular time in history
- Begin to describe how artistic production can shape and be influenced by aesthetic preferences of a society

### **G. Roles of Artists in the Communities**

The students will:

- Explore the roles of artists in specific cultures and periods of time
- Compare and contrast artists' roles to other times and places in history
- Begin to identify and describe careers in art
- Explore and discuss the function of art museums

### **H. Concepts of Styles, Stylistic Influence, and Stylistic Change**

The students will:

- Begin to identify and describe a wider variety of art periods and the masters associated with them
- Begin to identify and describe a wider range of world cultures and the art style associated with them
- Discuss further the different art movements and stylistic elements associated with them

### **I. Inventions, Technologies and the Arts**

The students will:

- Begin to identify and describe how the discovery of new inventions and technologies impacted the arts in various times and cultures

- Begin to identify and describe examples of how artists make innovative use of technologies and inventions
- Begin to identify and describe examples of the use of computers in some contemporary art

### **J. Interdisciplinary Connections**

The students will:

- Begin to transfer knowledge from other disciplines and apply it to their artwork
- Make stronger connections between visual arts and other disciplines

### **TEACHING STRATEGIES**

- Teacher directed lessons
- Whole class activities
- Small group activities
- Working with a partner
- Individual activities
- Brainstorming
- Modeling/Sketching
- Demonstrations
- Students self discovery

### **ASSESSMENT**

- Questions at the end of each lesson
- Class discussions
- Class critiques
- Teacher evaluation
- Self evaluation
- Exams

### **RESOURCES**

- Technology
- Masters Posters
- Examples of work
- Art videos relating to lessons
- Art books and periodicals for inspiration