

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

ART

KINDERGARTEN TO GRADE 5

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Basking Ridge, New Jersey

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*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

*It is the policy of the Bernards Township Board of Education to provide equal
education opportunities regardless of color, creed, religion, gender or handicap.*

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PHILOSOPHY

The visual impact on the lives of students today is greater than ever before. This bombardment of visual images has a profound effect on the activities in which our young people participate. The Visual Arts teach students to shape and build an aesthetically sound future in a highly technical society.

- Art provides opportunities for self-expression, which is essential for all students.
- Art is essential for building skills that support the student's social, intellectual, emotional, and creative growth.
- Art is a catalyst for the enrichment of a student's vocabulary.
- Art develops design consciousness within the student, which relates to the child's home, appearance, and surroundings.
- Art fosters visual imagery and the ability to "look within" oneself and outwards toward the world with a thoughtful eye, in order to synthesis a response in an appropriate visual manner.
- Art satisfies the student's creative needs and enhances skills in expressing personal interest and aptitudes.
- Art helps to develop a positive self-image within the student as well as a respect for his/her own creative work and that of others.
- Art helps students acquire knowledge of man's visual heritage for the purpose of understanding culture in relation to other times and places.
- Art helps to develop problem solving and decision-making skills.
- Art serves as a universal language for students in learning to understand and accept diversity.
- Art is essential in the creation of a holistic approach to education.

PURPOSE

The purpose of this guide is to provide a unified organization and structure to the Art curriculum from kindergarten to grade 5. The goals for our curriculum are the same as the New Jersey Core Content Standards. The scope and sequence provides a more specific explanation of what is covered in each grade level. The objectives for each grade level reflect the New Jersey Core Content Standards and some additional objectives of our own.

Fundamentally, art in the schools is both a body of knowledge and a series of activities. Art education provides opportunities to develop knowledge and appreciation of art and culture. With concept learning, students can acquire a vocabulary particular to the disciplines of art.

Through art education, students will also develop perceptual skills, which are basic for cognitive growth. Early childhood learning is made possible through our sensory systems: tasting, touching, seeing, smelling, and hearing. Keeping these perceptions open develops both sensitivity and selectivity, providing the basis for later aesthetic evaluations. Through an understanding and application of the elements and principles of design, students will demonstrate the artistic process. This artistic process includes decision-making skills for selection of appropriate media and techniques to transform ideas into visual form, experimentation with varied media and their safe manipulation.

Through art education, students will develop thinking skills, which are fundamental to the understanding and creation of art. These skills as described in the **Framework for 21st Century Learning** (www.21stcenturyskills.org), which include:

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environment in the 21st century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

Life and Career Skills

Today's life and work environment require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

COURSE DESCRIPTION

The goals of art education are not hierarchical; they cannot be ordered and prioritized. They are interdependent and mutually supportive. A comprehensive art education program selects an array of objectives and activities from each goal area and provides students a sequentially balanced visual arts experience.

No single definition of art has been or can be wholly satisfactory. New art forms emerge as culture changes, and there is also change in what people recognize as art.

In today's society we support a multicultural, nonsexist school curriculum, which reflects all citizens and is based on the theory of cultural pluralism. This theory celebrates the cultural and gender role diversity as strengths that characterize and enrich our nation.

Students should see themselves reflected positively in the school curriculum regardless of race, gender, intellectual ability, cultural heritage, and disability. Healthy intergroup and interpersonal attitudes are fostered when students become aware of the contribution of the disabled, other races, cultural groups, and the opposite gender.

The art world of today is vastly different from the art world of several years ago. Art critics, art historians, aestheticians, artists, and collectors have grown to value works of art by artists from different cultures, races, and gender. The elitist attitude, which identified Western art as being the only valid art form, is not popular. With these changes occurring throughout the art world, it is necessary that the teaching of art change to reflect current practices. Therefore, art education must become less ethnocentric and more pluralistic.

The practice of safety is an integral part of the total visual arts program. Through careful planning and the establishment of correct practices and procedures in the art classroom, hazards are reduced or eliminated.

To promote the early learning of good safety habits, teachers discuss general safety rules and procedures in all art classes, beginning in the kindergarten. As more complicated materials, tools and equipment are introduced in later grades, teachers implement more comprehensive procedures in art safety.

Craftsmanship is considered very important and contributes to effective use of tools and materials as well as pride in one's work. As children develop both physically and conceptually, increasing emphasis is placed on their demonstration of craftsmanship.

The National Standards

Grades K-4

Content Standard #1: Understanding and applying media, techniques, and processes

Content Standard #2: Using knowledge of structures and functions

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard #4: Understanding the visual arts in relation to history and cultures

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Content Standard #6: Making connections between visual arts and other disciplines

GOALS*

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

* The goals for our curriculum are also the current New Jersey Core Curriculum Content Standards.

Elementary Art Skills

Production – Making Art

1. Paper
2. Drawing
3. Painting
4. Printing
5. 3-D Construction
6. Clay
7. Fiber Arts

Elements of Art

8. Line
9. Shape
10. Color
11. Texture
12. Space - Perspective
13. Form
14. Value

Principles of Art

15. Balance
16. Emphasis
17. Unity - Harmony
18. Pattern
19. Movement
20. Proportion
21. Variety

Art History – Looking At Art

22. Categories of Art
23. Enduring Ideas

Criticism - Talking About Art

24. Process

Aesthetics - Thinking About Art

25. Process

Elementary Art Skills Scope & Sequence

| Production – Making Art | K | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|----------|----------|----------|----------|----------|----------|
| 1. Paper | | | | | | |
| <i>Cutting</i> | ● | ● | ● | ● | ● | ● |
| Scissor Techniques | ● | ● | ● | ● | ● | ● |
| Scissor Safety | ● | ● | ● | ● | ● | ● |
| Multiples – Same Shape | ● | ● | ● | ● | ● | ● |
| Cut on Fold | ● | ● | ● | ● | ● | ● |
| Fringing | | ● | ● | ● | ● | ● |
| <i>Gluing</i> | ● | ● | ● | ● | ● | ● |
| Using glue sticks | ● | ● | ● | ● | ● | ● |
| Using glue bottles | | ● | ● | ● | ● | ● |
| <i>Folding</i> | ● | ● | ● | ● | ● | ● |
| Fan (Zigzag) | ● | ● | ● | ● | ● | ● |
| Directional | ● | ● | ● | ● | ● | ● |
| Curling | | | ● | ● | ● | ● |
| Tabs | | | | ● | ● | ● |
| Tearing – Strips & Pieces | ● | ● | ● | ● | ● | ● |
| 2. Drawing | | | | | | |
| Variety of tools | ● | ● | ● | ● | ● | ● |
| Techniques | ● | ● | ● | ● | ● | ● |
| Overlap/Touching | | | ● | ● | ● | ● |
| Tracing with Templates | | ● | ● | ● | ● | ● |
| Using Rulers | | | | | ● | ● |
| 3. Painting | | | | | | |
| Variety of materials | ● | ● | ● | ● | ● | ● |
| Use of brush | ● | ● | ● | ● | ● | ● |
| Variety of brush strokes | ● | ● | ● | ● | ● | ● |
| Mix Secondary | | ● | ● | ● | ● | ● |
| Mix Tertiary | | | | | ● | ● |
| Mix Tint | | | | ● | ● | ● |
| Mix Shade | | | | ● | ● | ● |
| Mix a variety of colors | | | ● | ● | ● | ● |
| 4. Printing | | | | | | |
| Stamping | ● | ● | ● | ● | ● | ● |
| Stencil | ● | ● | ● | ● | ● | ● |
| Found Object | ● | ● | ● | ● | ● | ● |
| Block Printing | | | | ● | ● | ● |
| 5. 3-D Construction | | | | | | |
| Paper | ● | ● | ● | ● | ● | ● |
| Paper Mache | | | | ● | ● | ● |
| Found Object | | | | | ● | ● |

| | | | | | | |
|----------------------|---|---|---|---|---|---|
| Wire/Metal | | | | ● | ● | ● |
| 6. Clay | | | | | | |
| Hand-building | ● | ● | ● | ● | ● | ● |
| 7. Fiber Arts | | | | | | |
| Stitchery | ● | ● | ● | ● | ● | ● |
| Weaving | | | ● | ● | ● | ● |

| Elements of Art | K | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|----------|
| 8. Line | | | | | | |
| Different kinds of lines | ● | ● | ● | ● | ● | ● |
| Direction (Horizontal/Vertical) | | ● | ● | ● | ● | ● |
| Express emotion | | | | ● | ● | ● |
| Gesture | | | | | ● | ● |
| Contour | | | | | ● | ● |
| 9. Shape | | | | | | |
| Enclosed line | | ● | ● | ● | ● | ● |
| Geometric shapes (circle, square, triangle) | ● | ● | ● | ● | ● | ● |
| Free form shapes | ● | ● | ● | ● | ● | ● |
| Shapes in shapes | ● | ● | ● | ● | ● | ● |
| Shapes in objects | ● | ● | ● | ● | ● | ● |
| 10. Color | | | | | | |
| Recognition of basic colors | ● | ● | ● | ● | ● | ● |
| Primary colors | ● | ● | ● | ● | ● | ● |
| Secondary colors | | ● | ● | ● | ● | ● |
| Warm/Cool | | | ● | ● | ● | ● |
| Neutral colors | | | ● | ● | ● | ● |
| Mood (Emotional value) | | | | ● | ● | ● |
| Realistic/Arbitrary | | | | | ● | ● |
| Knowledge of Color Wheel | | | | | ● | ● |
| 11. Texture | | | | | | |
| Recognize | ● | ● | ● | ● | ● | ● |
| Rubbing | ● | ● | ● | ● | ● | ● |
| Actual/Implied | | | | | ● | ● |
| 12. Space - Perspective | | | | | | |
| Horizon Line | | ● | ● | ● | ● | ● |
| Foreground, Middle & Back | | | ● | ● | ● | ● |
| Size, Color, Detail | | | ● | ● | ● | ● |
| Positive/Negative | | | | | | ● |

| | | | | | | |
|-----------------------|---|---|---|---|---|---|
| 13. Form | | | | | | |
| 2-D and 3-D | ● | ● | ● | ● | ● | ● |
| Shading Forms | | | | ● | ● | ● |
| 14. Value | | | | | | |
| Recognize differences | | ● | ● | ● | ● | ● |

| Principles of Art | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------|----------|----------|----------|----------|----------|----------|
| 15. Balance | | | | | | |
| Visual weight | ● | ● | ● | ● | ● | ● |
| Radial symmetry | ● | ● | ● | ● | ● | ● |
| Line of symmetry | ● | ● | ● | ● | ● | ● |
| Formal/Informal | | | | ● | ● | ● |
| 16. Emphasis | | | | | | |
| Focal Point | | | | ● | ● | ● |
| Dominance | | | | ● | ● | ● |
| 17. Unity - Harmony | | | | | | |
| Repetition of elements | ● | ● | ● | ● | ● | ● |
| 18. Pattern | | | | | | |
| Recognize a pattern | ● | ● | ● | ● | ● | ● |
| Create a pattern | ● | ● | ● | ● | ● | ● |
| 19. Movement | | | | | | |
| Angular/Curved | | | | ● | ● | ● |
| Create movement | | | | ● | ● | ● |
| 20. Proportion | | | | | | |
| Division of space | ● | ● | ● | ● | ● | ● |
| Facial | | | ● | ● | ● | ● |
| Figure | | | | ● | ● | ● |
| 21. Variety | | | | | | |
| Recognize differences | | ● | ● | ● | ● | ● |
| Create concept | | ● | ● | ● | ● | ● |

| Art History | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------|----------|----------|----------|----------|----------|----------|
| 22. Categories of Art | | | | | | |
| Portrait/Self-Portrait | ● | ● | ● | ● | ● | ● |
| Landscape | ● | ● | ● | ● | ● | ● |
| Still Life | | ● | ● | ● | ● | ● |
| Abstract | | | | | ● | ● |
| Non-Objective | | | | ● | ● | ● |
| Mixed Media | ● | ● | ● | ● | ● | ● |
| Sculpture/3-D | ● | ● | ● | ● | ● | ● |
| Folk Art/Craft | ● | ● | ● | ● | ● | ● |
| Architecture | ● | ● | ● | ● | ● | ● |
| 23. Enduring Ideas | | | | | | |

| | | | | | | |
|--|---|---|---|---|---|---|
| Art/Artists: make choices – materials/subject | ● | ● | ● | ● | ● | ● |
| Art/Artists: recall events & tell visual stories. | ● | ● | ● | ● | ● | ● |
| Art/Artists: make connections to nature and spaces. | ● | ● | ● | ● | ● | ● |
| Art/Artists: make connections to family, others around us and culture. | ● | ● | ● | ● | ● | ● |
| Art is found in the past, in another place and in our daily life. | ● | ● | ● | ● | ● | ● |

| Talking About Art - Criticism | K | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|----------|----------|----------|----------|----------|----------|
| 24. Process | | | | | | |
| Describe what you see | ● | ● | ● | ● | ● | ● |
| Analyze the organization | | ● | ● | ● | ● | ● |
| Interpret what it is saying | | | ● | ● | ● | ● |
| Evaluate the artwork | | | | ● | ● | ● |

| Thinking About Art - Aesthetics | K | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|----------|
| 25. Process | | | | | | |
| Understanding reasons for valuing art | ● | ● | ● | ● | ● | ● |
| Raising and addressing philosophical questions about art and the human experience | ● | ● | ● | ● | ● | ● |
| Forming an opinion about art | ● | ● | ● | ● | ● | ● |

Visual Art Objectives for Kindergarten

| Production – Making Art | | |
|-------------------------|----------------------------|---|
| K:1 | Paper | The students will demonstrate beginning skill in use of scissors, paper techniques, and glue application. |
| K:2 | Drawing | The students will create age-appropriate drawings using a variety of tools and techniques. |
| K:3 | Painting | The students will use proper brush technique to create age-appropriate paintings. The students will learn the procedure of cleaning the brush between colors. The students will practice mixing colors. |
| K:4 | Printing | The students will produce a print using, mono-print, stamping, found objects, and stencil. |
| K:5 | 3-Dimensional Construction | The students will construct a 3-D work of art. |
| K:6 | Clay | The students will be introduced to clay as a medium. |
| K:7 | Fiber Arts | The students will learn how to control a needle and thread and create a running stitch. |

| Elements of Art | | |
|-----------------|-------------------|---|
| K:8 | Line | The students will name and produce a variety of lines. |
| K:9 | Shape | The students will understand the nature of shape: name and produce basic shapes, recognize shapes in objects and within other shapes. |
| K:10 | Color | The students will know and name basic colors. |
| K:11 | Texture | The students will describe various textures and produce a texture rubbing. |
| K:12 | Space/Perspective | The students will begin to evolve a new perception of space. |
| K:13 | Form | The students will recognize the differences between a 2-dimensional shape and a 3-dimensional form. |
| K:14 | Value | The students will recognize the difference between lights and darks. |

| Principles of Art | | |
|-------------------|---------------|--|
| K:15 | Balance | The students will demonstrate knowledge of symmetry in a work of art (e.g., face / butterfly). |
| K:16 | Emphasis | ----- |
| K:17 | Unity/Harmony | The students will repeat a motif to create unity. |
| K:18 | Pattern | The students will describe and produce a grade level pattern. |
| K:19 | Movement | ----- |
| K:20 | Proportion | The students will recognize top, bottom, side, and middle |

| | | |
|-------------|---------|------------------------|
| | | as divisions of space. |
| K:21 | Variety | ----- |

Art History - Looking At Art

| | | |
|-------------|-------------------|---|
| K:22 | Categories of Art | The students will explore appropriate categories of art (see scope & sequence). |
| K:23 | Enduring Ideas | The students will learn that artist make choices. |

Criticism - Talking about Art

| | | |
|-------------|-----------|--|
| K:24 | Criticism | The students will use the language of the visual arts to explain their creation. |
|-------------|-----------|--|

Aesthetics - Thinking about Art

| | | |
|-------------|------------|---|
| K:25 | Aesthetics | The students will reflect on their work and learn to enjoy their accomplishments. |
|-------------|------------|---|

Visual Art Objectives for First Grade

| Production – Making Art | | |
|--------------------------------|----------------------------|---|
| 1:1 | Paper | The students will demonstrate increased skill in use of scissors, paper technique, glue application, and use fringing and tearing techniques. |
| 1:2 | Drawing | The students will use a variety of tools and techniques to create an age-appropriate drawing as well as demonstrate the ability to trace a template. |
| 1:3 | Painting | The students will use proper brush technique to create an age-appropriate painting. The students will learn the procedure of cleaning the brush between colors. The students will practice mixing secondary colors. |
| 1:4 | Printing | The students will demonstrate increased skill in stamp and found object printing. |
| 1:5 | 3-Dimensional Construction | The students will construct a 3-D work of art, from paper. |
| 1:6 | Clay | Students will use clay coils to create an animal. |
| 1:7 | Fiber Arts | The students will learn how to control a needle and thread and create running stitch. |

| Elements of Art | | |
|------------------------|-------------------|--|
| 1:8 | Line | The students will name and produce a variety of lines. |
| 1:9 | Shape | The students will understand the nature of shape: name and produce basic shapes, recognize shapes in objects and within other shapes. The student will cut shapes. |
| 1:10 | Color | The students will name the primary colors and be able to mix two primaries to produce a secondary color. |
| 1:11 | Texture | The students will describe various textures and produce a texture rubbing. |
| 1:12 | Space/Perspective | The students will begin to show near and far in a composition. |
| 1:13 | Form | The students will recognize the differences between a 2-dimensional shape and a 3-dimensional form. |
| 1:14 | Value | The students will recognize the difference between lights and darks. |

| Principles of Art | | |
|--------------------------|---------------|--|
| 1:15 | Balance | The students will demonstrate knowledge of symmetry in a work of art. (e.g., face/ butterfly). |
| 1:16 | Emphasis | ----- |
| 1:17 | Unity/Harmony | The students will repeat a motif to create unity. |
| 1:18 | Pattern | The students will describe and produce a grade level pattern. |

| | | |
|-------------|------------|---|
| 1:19 | Movement | ----- |
| 1:20 | Proportion | The students will recognize top, bottom, side and middle as divisions of space. |
| 1:21 | Variety | The students will recognize differences in contrasting works of art. |

Art History - Looking At Art

| | | |
|-------------|-------------------|--|
| 1:22 | Categories of Art | The students will explore appropriate categories of art (see scope & sequence). |
| 1:23 | Enduring Ideas | The students will learn that artists make connections to family, traditions, others around us, and other cultures. |

Criticism - Talking about Art

| | | |
|-------------|-----------|---|
| 1:24 | Criticism | The students will continue to use the language of the visual arts to describe works of art. |
|-------------|-----------|---|

Aesthetics - Thinking about Art

| | | |
|-------------|------------|--|
| 1:25 | Aesthetics | The students will demonstrate respect for individual creative efforts. |
|-------------|------------|--|

Visual Art Objectives for Second Grade

| Production – Making Art | | |
|--------------------------------|----------------------------|---|
| 2:1 | Paper | The students will continue to develop scissors skills and add “curling” to paper techniques. |
| 2:2 | Drawing | The students will use previously learned skills to produce age-appropriate drawings and demonstrate understanding of overlapping objects to indicate space in a work of art. |
| 2:3 | Painting | The students will use proper brush technique to create an age-appropriate painting. The students will learn the procedure of cleaning the brush between colors. The students will practice mixing secondary colors. |
| 2:4 | Printing | The students will demonstrate increased skill in stamp and found object printing. |
| 2:5 | 3-Dimensional Construction | The students will construct a 3-D pop-up or puppet. |
| 2:6 | Clay | The students will use a clay slab to create a mask. |
| 2:7 | Fiber Arts | The students will investigate the weaving process and produce a paper weaving. |

| Elements of Art | | |
|------------------------|-------------------|--|
| 2:8 | Line | The students will name and produce a variety of lines that indicate direction. |
| 2:9 | Shape | The students will understand the nature of shape, name and produce basic shapes, identify shapes in objects, and cut shapes from other shapes. |
| 2:10 | Color | The students will name and mix the secondary colors, and distinguish between warm and cool colors. |
| 2:11 | Texture | The students will describe various textures and produce a texture rubbing. |
| 2:12 | Space/Perspective | The students will show near and far in a composition. |
| 2:13 | Form | The students will recognize the differences between a 2-dimensional shape and a 3-dimensional form. |
| 2:14 | Value | The students will recognize the difference between lights and darks. |

| Principles of Art | | |
|--------------------------|---------------|--|
| 2:15 | Balance | The students will demonstrate knowledge of symmetry in a work of art (e.g., face / butterfly). |
| 2:16 | Emphasis | ----- |
| 2:17 | Unity/Harmony | The students will repeat a motif to create unity. |
| 2:18 | Pattern | The students will describe and produce a grade level pattern. |

| | | |
|-------------|------------|--|
| 2:19 | Movement | ----- |
| 2:20 | Proportion | The students will recognize top, bottom, side, and middle as divisions of space. |
| 2:21 | Variety | The students will recognize differences in contrasting works of art and produce a composition, which demonstrates variety. |

Art History - Looking At Art

| | | |
|-------------|-------------------|---|
| 2:22 | Categories of Art | The students will explore appropriate categories of art (see scope & sequence). |
| 2:23 | Enduring Ideas | The students will understand that art is a way of exploring nature and places. |

Criticism - Talking about Art

| | | |
|-------------|-----------|---|
| 2:24 | Criticism | The students will begin to analyze a work of art. |
|-------------|-----------|---|

Aesthetics - Thinking about Art

| | | |
|-------------|------------|---|
| 2:25 | Aesthetics | The students will understand that artists help us find beauty in our world. |
|-------------|------------|---|

Visual Art Objectives for Third Grade

| Production – Making Art | | |
|--------------------------------|----------------------------|--|
| 3:1 | Paper | The students will continue developing scissors skills and demonstrate the use of tabs in 3-dimensional construction. |
| 3:2 | Drawing | The students will use previously learned skills to produce age-appropriate drawings and demonstrate understanding of overlapping objects to indicate space in a work of art. |
| 3:3 | Painting | The students will use proper brush technique to create age-appropriate paintings. The students will use the proper procedure of cleaning the brush between colors. The students will practice mixing tints and shades. |
| 3:4 | Printing | The students will be introduced to block printing. |
| 3:5 | 3-Dimensional Construction | The students will construct a sculpture with paper or wire. |
| 3:6 | Clay | The students will create a pinch pot to make a creature. |
| 3:7 | Fiber Arts | The students will investigate the weaving process and produce a paper or fiber weaving. |

| Elements of Art | | |
|------------------------|-------------------|--|
| 3:8 | Line | The students will use previously acquired drawing skills to produce a variety of lines, and will demonstrate ability to cut various lines or use line in a sculpture. |
| 3:9 | Shape | The students will combine basic shapes to form more complex shapes (like a figure or animal). |
| 3:10 | Color | The students will name and mix the secondary colors, distinguish between warm and cool, and identify tints and shades. The students will be introduced to color blending. |
| 3:11 | Texture | The students will describe various textures and use it in a composition. |
| 3:12 | Space/Perspective | The students will use a horizon line accurately, recognize foreground, middle ground and background, and begin to use size, color, and detail to indicate distance in a composition. |
| 3:13 | Form | The students will identify form in architecture. |
| 3:14 | Value | The students will exhibit knowledge of value by using tints and shades. |

| Principles of Art | | |
|--------------------------|---------------|---|
| 3:15 | Balance | The students will produce a composition using radial symmetry. |
| 3:16 | Emphasis | The students will recognize dominant elements in a composition. |
| 3:17 | Unity/Harmony | The students will use repetition of a motif to create unity |

| | | |
|-------------|------------|--|
| | | within a composition. |
| 3:18 | Pattern | The students will produce a composition including 2 or more different patterns. |
| 3:19 | Movement | The students will understand that artists use visual movement to carry the viewer's eye through their artwork. |
| 3:20 | Proportion | The students will recognize divisions of space and investigate the facial proportions. |
| 3:21 | Variety | The students will create interest in a work of art by combing different elements of design. |

Art History - Looking At Art

| | | |
|-------------|-------------------|---|
| 3:22 | Categories of Art | The students will explore appropriate categories of art (see scope & sequence). |
| 3:23 | Enduring Ideas | The students will learn that art can reflect the past, another place, and our daily life. |

Criticism - Talking about Art

| | | |
|-------------|-----------|---|
| 3:24 | Criticism | The students will begin to analyze a work of art. |
|-------------|-----------|---|

Aesthetics - Thinking about Art

| | | |
|-------------|------------|--|
| 3:25 | Aesthetics | The students will begin to understand that one kind of response to art is subjective, such as a personal preference. |
|-------------|------------|--|

Visual Art Objectives for Fourth Grade

| Production – Making Art | | |
|--------------------------------|----------------------------|--|
| 4:1 | Paper | The students will produce a composition, 2-D or 3-D, which demonstrates cutting, gluing & folding techniques. |
| 4:2 | Drawing | The students will use previously learned skills to produce age-appropriate drawings. The students will begin to use of a ruler to produce a straight line. |
| 4:3 | Painting | The students will use proper brush technique to create an age-appropriate painting. The students will use the proper procedure of cleaning the brushes. The students will practice mixing tertiary colors. |
| 4:4 | Printing | The students will use prior knowledge of printing technique to produce a block print. |
| 4:5 | 3-Dimensional Construction | The students will create a relief from metal. |
| 4:6 | Clay | The students will create a low relief tile. |
| 4:7 | Fiber Arts | The students will investigate different weaving techniques. |

| Elements of Art | | |
|------------------------|-------------------|---|
| 4:8 | Line | The students will produce a composition in which line expresses a feeling. |
| 4:9 | Shape | The students will use shape to develop more complex images. |
| 4:10 | Color | The students will begin to use the color wheel, will describe the difference between realistic and arbitrary color, and recognize the emotional value of color. |
| 4:11 | Texture | The students will create actual textures in metal and/or clay. |
| 4:12 | Space/Perspective | The students will access prior knowledge of perspective and produce a simple composition using positive and negative space. |
| 4:13 | Form | The students will use basic form to explore low relief sculpture. |
| 4:14 | Value | The students will exhibit knowledge of value by using it in a composition. |

| Principles of Art | | |
|--------------------------|----------|--|
| 4:15 | Balance | The students will identify visual weight and distinguish between formal and informal balance in a work of art. |
| 4:16 | Emphasis | The students will recognize dominant elements in a composition. |

| | | |
|-------------|---------------|---|
| 4:17 | Unity/Harmony | The students will use repetition of a motif to create unity within a composition. |
| 4:18 | Pattern | The students will produce a composition including 2 or more different patterns. |
| 4:19 | Movement | The students will understand that artists use visual movement to carry the viewer's eye through their artwork. |
| 4:20 | Proportion | The students will produce a portrait using accurate facial proportions and will investigate figure proportions. |
| 4:21 | Variety | The students will create interest in a work of art by combining different elements of design. |

Art History - Looking At Art

| | | |
|-------------|-------------------|--|
| 4:22 | Categories of Art | The students will explore appropriate categories of art (see scope & sequence). |
| 4:23 | Enduring Ideas | The students will begin to learn that artists use their imagination to create a work of art. |

Criticism - Talking about Art

| | | |
|-------------|-----------|---|
| 4:24 | Criticism | The student will begin to interpret what a work of art is saying. |
|-------------|-----------|---|

Aesthetics - Thinking about Art

| | | |
|-------------|------------|--|
| 4:25 | Aesthetics | The students will learn that one kind of response to art is objective, such as identification (style, medium, elements & principles of art). |
|-------------|------------|--|

Visual Art Objectives for Fifth Grade

| Production – Making Art | | |
|--------------------------------|----------------------------|--|
| 5:1 | Paper | The students will cut complicated shapes smoothly and use advanced folding & gluing techniques in paper construction. |
| 5:2 | Drawing | The students will use previously learned skills to produce an age-appropriate drawing and demonstrate competent use of a ruler to produce a straight line. |
| 5:3 | Painting | The students will use proper brush technique to create an age-appropriate painting. The students will use the proper procedure of cleaning the brushes. The students will be able to mix tints, shades, secondary, and tertiary colors. The students will demonstrate knowledge of the color wheel. |
| 5:4 | Printing | The students will use prior knowledge of printing technique to produce a block print. |
| 5:5 | 3-Dimensional Construction | The students will explore a variety of media in the construction of a 3-dimensional sculpture. |
| 5:6 | Clay | The students will construct a portrait in clay. |
| 5:7 | Fiber Arts | The students will explore simple sewing techniques and produce a stitchery sample (optional). |

| Elements of Art | | |
|------------------------|-------------------|--|
| 5:8 | Line | The students will produce a composition using contour line. |
| 5:9 | Shape | The students will use previous knowledge of shapes and produce a work of art using geometric and/or free-form shapes to create a non-representational work of art. |
| 5:10 | Color | The students will use the color wheel to assist them in mixing colors and making color choices. |
| 5:11 | Texture | The students will produce an implied texture using a variety of media. |
| 5:12 | Space/Perspective | The students will access prior knowledge of perspective and positive/negative space to create a composition. |
| 5:13 | Form | The students will use shade to create form on a 2-D surface. |
| 5:14 | Value | The students will exhibit knowledge of value by using it in a composition. |

| Principles of Art | | |
|--------------------------|---------------|--|
| 5:15 | Balance | The students will identify visual weight and distinguish between formal and informal balance in a work of art. |
| 5:16 | Emphasis | The students will identify the focal point in a work of art. |
| 5:17 | Unity/Harmony | The students will use repetition of a motif and “touch/overlap” techniques to create unity within a composition. |
| 5:18 | Pattern | The students will use pattern to indicate movement in a work of art. |
| 5:19 | Movement | The students will understand that artists use visual movement to carry the viewer’s eye through their artwork. |
| 5:20 | Proportion | The students will produce a portrait using accurate facial proportions and will investigate figure proportions. |
| 5:21 | Variety | The students will select appropriate materials to demonstrate variety in a composition. |

| Art History - Looking At Art | | |
|-------------------------------------|-------------------|---|
| 5:22 | Categories of Art | The students will explore appropriate categories of art (see scope & sequence). |
| 5:23 | Enduring Ideas | The students will learn that artists recall events and tell visual stories. |

| Criticism - Talking about Art | | |
|--------------------------------------|-----------|---|
| 5:24 | Criticism | The students will evaluate a work of art. |

| Aesthetics - Thinking about Art | | |
|--|------------|--|
| 5:25 | Aesthetics | The students will learn that personal preferences are affected by many factors such as, age, gender, ethnic heritage, and fashion. |

Art History Integration

20th Century / 19th Century / 17th Century / 500AD

| Art History Timeline | Artists | |
|------------------------|-------------------|------------------|
| | | |
| Non Western | American | Western |
| Middle East | Mary Cassatt | Henri Matisse |
| Far East | Faith Ringgold | Claude Monet |
| Tribal-African | Stuart Davis | Vincent Van Gogh |
| Hispanic-Pre Columbian | Georgia O’Keeffe | Piet Mondrian |
| Native American | Wayne Thiebaud | Gustave Klimt |
| Island Cultures | Alexander Calder | Henri Rousseau |
| | Andy Warhol | Pablo Picasso |
| Folk Art | Grandma Moses | Edgar Degas |
| | Elizabeth Catlett | M.C. Escher |
| Western | Romare Bearden | |
| Prehistoric | Grant Wood | |
| Egyptian | Marc Chagall | |
| Greek/Roman | Paul Klee | |
| | | |
| Medieval | | |
| | | |
| Renaissance | | |
| | | |
| Baroque | | |
| Romanticism | | |
| Realism | | |
| | | |
| Impressionism | | |
| Post-Impressionism | | |
| Fauvism | | |
| Expressionism | | |
| Cubism | | |
| | | |
| Surrealism | | |
| Abstract Exp. | | |
| Pop/Op | | |
| Post-Modern | | |
| Contemporary | | |

STRATEGIES AND ACTIVITIES FOR ART INSTRUCTION

How much time should be allocated to art instruction? It is preferred that extended periods of time be allocated because of the nature of the art lesson and logistics of handling art materials and equipment. When considering the time it takes to pass out the materials, organize the class for the lesson, and allow time for clean up, there is little actual instructional time left for art. Because of the distribution of materials, it is preferred that art lessons be scheduled in larger single blocks of time rather than in short lessons. Such scheduling allows for greater student involvement and art learning.

What is included in a typical art lesson?

Distributed materials
Display Art objects for Art History

Lesson Introduction
Model or Demonstrate
Brainstorm, Reading Stories,
Visualization

Student Work Session,
Group Discussion, Trip, Exhibition
Mount Artwork for Critique

Follow-Up and Review

Clean Up and Collection of Materials

Line Up and Recap

When one examines the tasks in a typical art lesson it is clear to see that a wide range of tasks and logistics is necessary. Idea exploration and student work time become reduced when class periods are shortened.

Time should be allocated between classes. An art teacher needs time to secure additional or different materials for the next class lesson.

EVALUATION

Rationale:

To develop a knowledge and understanding of student performance. To be aware of each student's present level of knowledge, skill and understanding of the visual art content and process.

Grades are a means of communication with students and parents – letting them know what is expected in art learning and growth. There are a number of very strong suggestions in regard to attitudes towards evaluating in art:

- Grades should not get in the way of learning.
- Grades should not interfere with the spontaneity.
- Emphasis should be placed on the intrinsic reward of the art process, not on using grades as rewards. Rather, evaluations should be used to reveal progress to the student and help the teacher guide the pupil to further growth.

Report cards on the elementary level indicate the student's performance through two statements: "S" for satisfactory and "N" for needs improvement. This is the most specific indicator that can be provided. Each teacher sees approximately 600 students per week.

Different types of objectives demand different evaluative techniques:

1. Knowledge (generalizations, concepts, or facts): A teacher can usually discover whether students have acquired knowledge by asking questions orally.
2. Skill: To know whether students have acquired a skill a teacher must see the students demonstrate that skill.
3. Attitude: To know that students have acquired an attitude a teacher must observe students freely acting in accordance with an attitude.

Methods of Evaluation:

Observe

Observe the student at work to assess confidence, self-reliance, attitude, application of knowledge, task commitment, manipulative skills, work habits, etc. Visually and verbally assess the student's ability to critique his/her own and others' work and use appropriate terminology. Visually assess the student's knowledge and understanding of art work of different times and culture.

Assessment is informally based on a scale of 4 – 0.

| 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|--------------|
| All objectives are met; work is done with care, and represents a child's best work. | Some objectives are met; not the child's best work. | Child struggled to grasp the concept; few objectives have been met. | Child did not grasp the concept, no objectives met, work is incomplete. | Child absent |

Discuss:

Does the student have the ability to critique his/her own and others' work, and use appropriate terminology? Discuss and verbally assess the student's knowledge and understanding of artwork of different times and cultures.

Famous Artists' Work:

(Where appropriate) read, write, and discuss the symbolism/meaning of the work of art. Discuss the time and culture that produced the work. Reflect on the meaning of the work to that culture and time.

Listen:

Arrange conversational interviews with individual students during work sessions. Does the student demonstrate the ability to listen to, comprehend, and interpret information?

Write and Read:

Does the student demonstrate the ability to write about art in a logical, easily understood style with appropriate grammar and sentence structure?

Group Closure:

Discussion of a class studio assignment at its completion is invaluable. Review the problem (assignment) and discuss possible solutions (brainstorming). Discuss: "Why was this particular solution chosen (intention)?" "Was the choice a good one?" "What can be done now to improve the result?" "What would you do differently if you were to do the assignment again?" Or another sequence of critiquing is to first ask, "What do you see?" then, "What does it mean?" and finally, "How effective is it?" Do not accept comments without reasons. Students will show how to support those statements by identifying criteria.

Behavior:

Identify and demonstrate art related behaviors, which reflect a feeling for the dignity and worth of other people, including those of other ethnic, cultural, linguistic, and economic groups.

Appendix

Growth & Development

Although this curriculum has been broken down into grade levels, it is important to note that in all classes, at all grade levels, there will be various stages of development. It is understood that the many influences on the child outside the school setting will have a great impact on each child's entrance into the next developmental stage, as well as the child's hereditary development. The following information is presented to clarify the broad developmental range each category of grade groupings can contain.*

The Scribbling Stage, Two to Four Years: Beginnings of Self Expression Pre-School

| Drawing Characteristics | Space Representation | Human Figure Representation |
|---|--|---|
| | Disordered Scribbling | |
| <ul style="list-style-type: none"> • Motor activity utilizing large muscles with movement from shoulder • Kinesthetic pleasure • Grasps tool with whole hand • Swing of arm makes line • Looks away while scribbling | <ul style="list-style-type: none"> • Utilizes drawing surface • Sometimes scribbles beyond paper • Ignores previous marks placed on a page | <ul style="list-style-type: none"> • No attempts made |
| | Controlled Scribbling | |
| <ul style="list-style-type: none"> • Smaller marks • Repeated motions • Watches scribbles while drawing • Uses wrist motion • Can copy a circle | <ul style="list-style-type: none"> • Stays within drawing area • Draws around previous marks on page • May concentrate on certain parts of drawings | <ul style="list-style-type: none"> • Circles, lines, loops and swirls made, which are prefigural |

*Reproduced from the 8th edition of Creative and Mental Growth by Victor Lowenfeld and W. Lambert Brittain.

| Named Scribbling | | |
|---|--|---|
| <ul style="list-style-type: none"> • Relates marks to things known • Greater variety of line • Holds tool between fingers • Identification of subject may change in the process of drawing • Longer attention span | <ul style="list-style-type: none"> • Scribbles placed purposely • Previous marks on the page are utilized • Empty space may take on meaning • Lines become edges of shapes | <ul style="list-style-type: none"> • A scribble may be pointed out by the child as being a person • Action may be names, such as running, jumping, swinging |

**The Preschematic Stage, Four to Seven Year:
First Representational Attempts
Grades K-2**

| Drawing Characteristics | Space Representation | Human Figure Representation |
|---|---|---|
| <ul style="list-style-type: none"> • Shapes for things are geometric and lose their meaning when removed from the whole • Placement and size of the objects are determined subjectively • Objects drawn are not related to one another • Art becomes communication with self • Known objects seem to be cataloged or listed pictorially • Can copy a square at four, a triangle at five | <ul style="list-style-type: none"> • Objects seem to float around page • Paper sometimes turned or rotated while drawing • Sizes of objects not in proportion • Objects are distorted to fit space available • Space seems to surround child | <ul style="list-style-type: none"> • Head-feet symbol grows out of scribble • Flexible symbol, constantly changing • People are looking at viewer, usually smiling • Gradual inclusion of arms (often from head), body, fingers, toes • Distortion and omission of parts is to be expected • Clothes, hair, and other details expected by end of this stage |

**The Achievement of a Form Concept
The Schematic Stage, Seven to Nine Years:
Grades 2-4**

| Drawing Characteristics | Space Representation | Human Figure Representation |
|---|---|--|
| <ul style="list-style-type: none"> • Development of a form concept which is repeated again and again • Schema is altered only when special meaning is conveyed • Drawing shows concept, not percept • Bold, direct, flat representation • Drawings reflect a child's active knowledge of the environment | <ul style="list-style-type: none"> • Establishment of a base line on which objects are placed and often a sky line, with the space between representing the air • Two-dimensional organization of objects • No or little overlapping • Subjective space representation common • Simultaneous representation of plane and elevation • X-ray drawings • Fusion of time and space • Multi-base lines • Environment symbolized | <ul style="list-style-type: none"> • Repeated schema for person • Body usually made up of geometric shapes • Arms and legs show volume and are usually correctly placed • Exaggeration, omission, or change of schema shows effect of experience • Proportions depend on emotional values |

**The Gang Age, Nine to Twelve Years:
The Dawning Realism
Grades 4-7**

| Drawing Characteristics | Space Representation | Human Figure Representation |
|---|--|--|
| <ul style="list-style-type: none"> • Greater awareness of detail • Self consciousness of own drawings • Greater awareness of physical environment • Events are characterized rather than drawn naturalistically | <ul style="list-style-type: none"> • Disappearance of base line and emergence of the plane • Overlapping of objects • Beginning of interrelationships between objects • Sky now comes down to horizon • Attempts at showing depth through size of objects | <ul style="list-style-type: none"> • Rigid schema no longer prevails • Greater awareness of clothing details • Less exaggeration, distortion, and omission of body parts to show emphasis • Body parts retain their meaning when separated • Greater stiffness of figures |

**The Pseudo-Naturalistic Stage, Twelve to Fourteen Years
The Age of Reasoning
Grades 7-9**

| Drawing Characteristics | Space Representation | Human Figure Representation |
|--|--|--|
| <ul style="list-style-type: none"> • Critically aware of own shortcomings in art • Drawings can become short-hand notations • Ability to focus upon selected parts of environment • End of spontaneous art activity • Details such as wrinkles and folds become important for some • Projection of non-literal, personal meaning into objects and events | <ul style="list-style-type: none"> • Greater awareness of environment, but only important elements drawn in detail • For visually minded, an awareness of depth; child draws as a spectator; attempt at perspective • For haptically minded, space determined subjectively; child draws as a participant • Action goes on within picture plane | <ul style="list-style-type: none"> • Closer to correct proportions • Greater awareness of joints and body actions • Facial expressions vary for meaning • Cartooning popular • Person can be represented by less than total figure • Gender characteristics overemphasized |

Web Sites **For use by teachers**

National Art Education Association

www.naea-reston.org

Art Educator of New Jersey

www.aenj.org

Partnership for 21st Century Skills

www.21stcenturyskills.org

Metropolitan Museum

www.metmuseum.org

Museum of Modern Art

www.moma.org

National Gallery of Art

www.Nga.gov-NationalGalleryofArt/N6kidshomepage

Philadelphia Museum

www.Philamuseum.org

Brooklyn Museum of Art

www.brooklynkids.org/patternwizardry/links.html

Getty Museum

www.Getty.edu

PBS

www.pbs.org/art21

Artsonia

www.artsonia.com

ArtsEdge

www.artsedge.kennedy-center.org/ArtsEdge

Sanford Company

www.sanford-artedventures.com/index.html

Crayola Company

www.crayola.com

Art Vocabulary

| | |
|-------------------------------|---|
| Abstract | Art that places emphasis on the distortion of reality. |
| Abstract Expressionism | A post WWII art movement in which artists used emotion to guide the principles and elements of arts in their compositions. |
| Additive Sculpture | Make by joining together materials to build up a sculpture. |
| Aesthetics | The study of beauty in all its forms; an awakening of the senses. |
| Architect | An artist who plans and designs buildings. |
| Architecture | The art of designing and making buildings. |
| Asymmetrical | Balance that does not look the same on both sides. |
| Baroque | 17 th century art movement that emphasized perspective, strong contrast and ornamentation. |
| Background | Parts of a picture that look farther away or behind other objects. |
| Balance | When all sides of an artwork go together to create a feeling of evenness. |
| Calligraphy | The art of beautiful writing. |
| Cartoon | A visual image, which emphasizes humor. |
| Center of Interest | The part in a work of art to which your eye is first drawn. |
| Collage | An artwork made by pasting a variety of objects or paper to a flat surface. |
| Color | The element of art that stimulates the eye the most. Also called "hue". |
| Color Wheel | A circle divided into sections of different colors. It shows how colors can be mixed or used together. |
| Complementary Colors | Colors found opposite one another on the color wheel. |
| Contour drawing | Inside and outside movement of an object. |
| Contrast | Differences in relation to each other. |
| Cool Colors | Colors that remind you of cold. Blue, green, violet and their related colors. |
| Critique | To describe, analyze, interpret, and judge works of art with the ability to back up your opinions. |
| Cubism | 20 th century art movement that emphasizes structure and design. Three-dimensional objects are pictured from many points of view at the same time. |
| Curve | Lines that bend and change direction slowly. |

| | |
|---------------------------|---|
| Depth | The appearance of distance on a flat surface. |
| Design | The organization of art elements & principles into a structure. |
| Dominant | Prevailing over all others in a composition. |
| Elements of Art | The important things artists see in the world that is put together to create an artwork. They are line, shape, color, texture, form, value and space. |
| Emphasis | When important elements in a composition are focused on. |
| Evaluate | To measure, classify, or judge. |
| Exaggerate | To make much larger than actual size. |
| Expression | The act of putting thought or feelings into words, images or actions. |
| Fauvism | A French art movement in which the painters, called “wild beasts,” used vigorous line and intense color. |
| Focal Point | The main area of interest. |
| Foreground | The part of a picture that looks the closest. |
| Form | Created when shapes are joined together to enclose space. |
| Free-form Shape | Any shape that is not geometric. |
| Geometric Shape | Circles, squares, rectangles, and triangles. |
| Gesture Sketch | A quick sketch to capture movement or action of an object. |
| Harmony | An arrangement of elements that is pleasing to the eye. |
| Hatching | A type of shading in which fine lines placed at different distances apart creates lights and darks. |
| Hieroglyphics | Characters in the picture writing systems of the ancient Egyptians. |
| Highlight | A small area of white used to show the very brightest spot on an object. |
| Horizon Line | The line where water or land seems to end and the sky begins. |
| Hue | Another word for “color”. |
| Illustrator | An artist who creates pictures for books, magazines, or ads. |
| Implied texture | Using lines to represent textures, (e.g., lines that represent hair, or lines that represent scales on a fish). |
| Impressionism | Late 19 th century art movement that emphasized the effects of light on an everyday subject. |
| Interior Designer | An artist who decorates the inside of a building. |
| Intermediate Color | Color created by mixing one primary color and one secondary color, that are next to each other on the color wheel. |

| | |
|------------------------------|--|
| Jeweler | An artist who designs jewelry. |
| Jewelry | 3-dimensional art made for people to wear. |
| Kiln | An oven for firing ceramics. |
| Kinetic Art | Art that moves. |
| Line | A path a point has followed. |
| Logo | A visual symbol for a business, club, or group. |
| Media | The materials used by an artist. |
| Middle Ground | The area between foreground and background. |
| Mobile | A delicately balanced sculpture that has movement and is suspended in space. |
| Monochromatic | Using one color, including the lights and darks of that color. |
| Mood | The feeling created by a work of art. |
| Mosaic | A picture made by fitting together tiny pieces of colored tiles, stones, paper on other materials. |
| Motif | A shape or object that is repeated. |
| Movement | Using various elements to give the illusion of motion in a composition. |
| Mural | A large work of art painted on a wall. |
| Negative Shape | The area around positive shapes. |
| Negative Space | The space around the object often called the background. |
| Neutral Colors | Colors used to create values of other colors: white, gray, black. |
| Non-objective Art | A modern style of art that does not represent an image. |
| One-point perspective | A way to show depth in which everything disappears at one point. |
| Overlap | Occurs when parts of an artwork somewhat cover other parts. |
| Papier Mache | Torn paper strips soaked in paste and molded together to create a sculpture. |
| Perspective | Showing distance in a picture that is made on a flat surface. |
| Pointillism | A form of art created by dots. |
| Pop Art | Artistic style used in the 1960's featuring subject matter from popular culture. |
| Portrait | A picture of a person. |
| Positive Shape | The solid objects in a composition. |
| Positive Space | The space inside of the object. |

| | |
|-----------------------------|---|
| Primary Colors | Colors from which others can be made: red, yellow and blue. |
| Principles of Design | Laws or rules that help in making good designs. A way to organize the elements of art in an artwork. Balance, movement, variety, proportion, rhythm, unity, and emphasis. |
| Print Relief | A print that is created off of a raised surface. |
| Printmaking | Transfer ink from a prepared plate to paper. |
| Proportion | The relation of two or more things compared to each other. |
| Radial Pattern | A pattern that comes out from a central point. |
| Random Rhythm | When a motif is repeated in no particular order. |
| Realism | Mid 19 th century style in which artists painted familiar scenes as they actually were. |
| Relief | A form of 3-dimensional art that is flat on one side and projects out on the other side. |
| Renaissance | Period of awakening at the end of the Middle Ages characterized by an interest in classical art, development of perspective, and realistic rendering of the figure. |
| Repetition | When an artist repeats line, colors, or textures in a composition. |
| Rhythm | A regular repeating of lines, shapes, colors, or patterns. |
| Romanticism | Early 19 th century art movement featuring dramatic scenes, exotic settings, loose composition, and emphasized the feelings of the artist. |
| Rubbing | A design made of pressing a crayon or soft pencil over a paper covering a textured object. |
| Sarcophagus | A mummy case. |
| Sculptor | An artist who makes sculpture. |
| Sculpture | Three-dimensional works of art. |
| Secondary Colors | Colors made by mixing two primary colors: green, orange, and violet. |
| Shade | Any dark value of a color. |
| Shape | A flat figure created when lines meet and enclose a space. |
| Silhouette | An outline of a shape without any details inside, like a shadow. |
| Space | The area around or inside shapes and forms. |
| Stabile | A rigid mobile mounted on a platform so it stands up. |
| Still Life | An arrangement of objects that do not move. |
| Stitchery | Art made with yarn or cloth. |

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| Subtractive Sculpture | Taking away from a medium to create a composition. |
| Symmetry | A kind of balance in which the two sides of a picture are exactly alike. Mirror Image. |
| Tactile Texture | Texture you can feel. |
| Tempera | An opaque, water-soluble paint. |
| Tertiary Colors | Colors made by using 3 analogous colors (e.g. yellow-green). |
| Texture | The way a surface feels to the touch or appears to feel. |
| Three-dimensional | Having a front & back, top & bottom, and sides. Three-dimensional art has height, width and depth. |
| Two-dimensional | Artwork on a flat surface. |
| Unity | When all the parts of an artwork look like they belong together. |
| Value | The lightness or darkness of a color. |
| Vantage point | The position or angle from which you look. |
| Visual Texture | What in a picture appears to have texture (e.g., a photograph of a cactus) - simulated texture. |
| Visualize | To picture in the mind's eye. |
| Warm Colors | Colors that remind you of heat. Red, orange, yellow and their related colors. |
| Warp Threads | Vertical threads attached to a loom. |
| Weft Threads | Threads that are woven over and under the warp threads. |
| Zigzag (line) | Diagonal lines that connect and change direction sharply. |

Year a at Glance Planner

Grade Level: _____ School Year: _____

| Month | Lesson Title | Notes |
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| <i>September</i> | | |
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| <i>October</i> | | |
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| <i>November</i> | | |
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| <i>December</i> | | |
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| <i>January</i> | | |
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| <i>Month</i> | Lesson Title | Notes |
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| <i>February</i> | | |
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| <i>March</i> | | |
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| <i>April</i> | | |
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| <i>June</i> | | |
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Ten Lessons the Arts Teach

By Elliot Eisner

The arts teach children to make good judgments about qualitative relationships.
Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

The arts teach children that problems can have more than one solution
and that questions can have more than one answer.

The arts celebrate multiple perspectives.
One of their large lessons is that there are many ways to see and interpret the world.

The arts teach children that in complex forms of problem solving
purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

The arts make vivid the fact that neither words in their literal form nor number exhaust what we can know. The limits of our language do not define the limits of our cognition.

The arts teach students that small differences can have large effects.
The arts traffic in subtleties.

The arts teach students to think through and within a material.
All art forms employ some means through which images become real.

The arts help children learn to say what cannot be said.
When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

The arts enable us to have experience we can have from no other source
and through such experience to discover the range and variety of what we are capable of feeling.

The arts' position in the school curriculum symbolizes to the young
what adults believe is important.

SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. NAEA grants reprint permission for this excerpt from *Ten Lessons* with proper acknowledgment of its source and NAEA.

Resource Materials

The National Standards for Visual Arts, <http://artsedge.kennedy-center.org/teach/standards/>, The Kennedy Center, Washington, 6/30/08.

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