

KINDERGARTEN

Introduction

The standards for Kindergarten, first and second grades serve as building blocks for further visual arts instruction. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade. Students will learn that art is a personal expression, has value, teaches us about other times and places. It is also important for students to begin to develop an art vocabulary and fine motor skills. Students will understand that their works of art are unique and valuable as self-expression.

quick tips

Try to break up your instruction into little bits. Reading a book helps transition the children from arrival to beginning the art lesson or to transition from the end of the lesson to dismissal.

by the end of the year, a Kinder can...

- Create a small, hollow pinch pot
- Identify art materials and supplies
- Identify some elements of art (line, color, shape, texture)
- Paint pictures expressing ideas about family/community
- Use lines, shapes and colors to make patterns
- Build skills (use of scissors, glue and paper, paint, oil pastel)
- Make a collage with cut or torn shapes
- Fold & cut paper
- Use geometric and organic shapes in a work of art
- Paint small and big sections with various brushes
- Look and discuss art from a variety of times and places

vocab to know

Primary Colors, Secondary Colors, Directional Lines (Vertical, Horizontal and Diagonal), Geometric and Organic Shape, Space, Pattern, Texture, Self Portrait, Landscape, Still Life, Symbol

Kinder appropriate tools

- DRAWING: pencils, markers, chalks, crayons, oil pastels
- PAINTING: tempera, watercolor, Kwik Stix
- PRINTMAKING: found objects, sponges
- SCULPTURE: clay, paper, foil, found objects
- MIXED MEDIA: pre cut yarn, cloth, pipe cleaners, tissue paper

Unit One: CREATING

Students will continue to develop their fine motor skills and use imaginative play in art making. They will learn how to use the materials to encourage art-making in response to an artistic problem, while also learning how to explain their process in creating art

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| A.K.1. | Demonstrate safety and stewardship of materials |
| A.K.2. | Identify and use the elements of art |
| A.K.2.a | Color - Primary and secondary |
| A.K.2.b | Line - Vertical, horizontal, diagonal, straight, curved, thick, thin, zigzag |
| A.K.2.c | Shape - Geometric (circle, square, triangle, rectangle and oval) Organic |
| A.K.2.d | Space - Near, far, top, bottom, center, side, front, back, left and right |
| A.K.2.e | Texture - Identify various visual and tactile textures (Example: rubbing plates) |
| A.K.3. | Introduce and use one or more of the principles of design |
| A.K.3.a | Pattern - Identify and create pattern. |
| A.K.4. | Paint |
| A.K.4.a | Use simple color mixing (secondary colors) |
| A.K.5. | Develop the use of crayon, pencil, brush, scissors and glue |
| A.K.6. | Develop 3-D motor skills -such as pinching, pulling, squeezing, twisting, pounding, rolling & folding |

Unit Two: Connecting

Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience

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| A.K.7. | | Create a work of art based on: |
| A.K.7.a | | the Catholic faith (cross curricular Schoology examples) |
| A.K.7.b | | a social or cultural event (cross curricular Schoology examples) |
| A.K.7.c | | create opportunities to make art for cross curricular projects |
| A.K.8. | | Create a: |
| A.K.8.a | | self portrait |
| A.K.8.b | | landscape |
| A.K.8.c | | still life |
| A.K.8.d | | abstract work of art |
| A.K.9 | | Use masterpieces as inspiration to create a work of art |
| A.K.10 | | Use pre-planning to initiate creative process (Example: sketches) |
| A.K.11 | | Discuss artistic choices made in the creation of your artwork |
| A.K.12 | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (Example: halos indicate saints) |
| A.K.13. | | Identify the purposes for making art |
| A.K.14. | | Discuss the concept that all cultures make art |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

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| A.K.15. | | Use age appropriate art vocabulary to: |
| A.K.15.a | | Recognize the elements of art in an artwork (age appropriate critique Schoology examples) |
| A.K.15.b | | Look at, describe, and respond to works of art (age appropriate critique Schoology examples) |
| A.K.15.c | | Discuss emotions and experiences in relation to works of art (Example: emojis) |
| A.K.15.d | | Identify works of art as still life, portrait or landscape |
| A.K.16. | | Identify artists as - painters, sculptors, illustrators, graphic designers |

FIRST GRADE

Introduction

The standards for first grade continues to emphasize that the visual arts are about ideas. Students will continue to build on their existing art vocabulary. Art production focuses on increased communication, self-expression and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

quick tips

First Graders love painting and learning how to draw something. It is helpful to start projects with a directed drawing followed by instruction on how to use the art elements to make their project unique.

by the end of the year, a First Grader can...

- Use a paint brush effectively
- Mix secondary colors from the primary colors
- Discern between geometric and organic shapes
- Use texture in clay and painted artwork
- Can repeat patterns found in nature or works of art
- Fold & cut paper into symmetrical shapes
- Identify symbols in artwork
- Identify portraits, landscapes and still life works of art

vocab to know

Primary Colors, Secondary Colors, Geometric Shape, Organic Shape, Horizon Line, Texture, Pattern, Symmetry, Landscape, Still Life, Portrait, Symbol

First Grade appropriate tools

DRAWING: pencils, markers, chalks, crayons, oil pastels
PAINTING: tempera, watercolor, Kwik Stix
PRINTMAKING: found objects, sponges, aluminum foil, plastic sheets, styrofoam
SCULPTURE: clay, paper, foil, found objects
MIXED MEDIA: pre cut yarn, cloth, pipe cleaners, tissue paper, beads, wire

Unit One: CREATING

Students will begin to generate their own artistic ideas and make observations about how the art elements come together in their artwork. Students should be encouraged to incorporate their own unique style and elements in their artwork to emphasize their individuality

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| A.1.1. | | Demonstrate safety and stewardship of materials |
| A.1.2. | | Identify and use the elements of art |
| A.1.2.a | | Color - Primary, secondary, warm, cool (Artist Example: Piet Mondrian) |
| A.1.2.b | | Shape - Geometric, introduce organic (Artist Example: Henri Matisse) |
| A.1.2.c | | Space - Horizon line, size variation |
| A.1.2.d | | Recognize size relationships big, small, near and far |
| A.1.2.e | | Texture - Create implied or actual texture in a work or art (Example: collage, Artist Example: Jasper Johns) |
| A.1.3. | | Identify and use the principles of design |
| A.1.3.a | | Pattern - Alternating, repeating (Artist Example: Yayoi Kusama) |
| A.1.4. | | Refine 3D motor skills |

Unit Two: Connecting

Students will relate artistic ideas and works with societal, cultural and historical context to deepen their understanding

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| A.1.11. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (Example: dove as a symbol of the Holy Spirit, or lilies as the symbol for Mary) |
| A.1.12. | | Understand works of art belong to particular cultures, historical times and places |
| A.1.13. | | Identify American cultural symbols (Example: flag, bald eagle Artist Example: Peter Max and Jasper Johns) |
| A.1.8. | | Identify architecture as a type of art (Artist Example: Paul Klee and Marc Chagall) |
| A.1.5. | | Create a work of art based on: |
| A.1.5.a | | the Catholic faith |
| A.1.5.b | | a social or cultural event |
| A.1.5.c | | cross curricular opportunities |
| A.1.6. | | Create works of art inspired by: |
| A.1.6.a | | Literary sources (Example: bible, fairy tales, myths, poems and folktales) |
| A.1.6.b | | Use masterpieces/famous works as inspiration to create a work of art |
| A.1.7. | | Create a 3D work of art (Example: use curl, pleat, and fringe paper sculpture techniques) |
| A.1.9 . | | Use thumbnail sketches to initiate creative process |

Unit Three: Responding

Students will learn to interpret art in terms of belonging to a certain time, place or culture. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

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| A.1.14. | | Use age appropriate art vocabulary to: |
| A.1.14.a | | Recognize the elements of art in a work of art |
| A.1.14.b | | View works of art and describe similarities and differences between them |
| A.1.14.c | | Discuss the reasons why works of art have value |
| A.1.14.d | | Recognize that viewers have different responses to works of art |
| A.1.14.e | | Recognize emotions communicated in works of art |
| A.1.10. | | Discuss artistic choices made in the creation of your artwork |

SECOND GRADE

Introduction

The standards for second grade will focus on the acquisition of ideas for art making. Students will acquire ideas from their own experiences, their school, religious beliefs, the environment and other cultures. Students will express these ideas using and increasing variety of art materials, skill techniques, and processes.

quick tips

In Second Grade, we begin to see a significant divide in ability. Some students will excel in art making while others will struggle to use their scissors correctly. Keep art making focused on exploration to encourage the wide range of abilities you are sure to encounter this year.

by the end of the year, a Second Grader can...

- Create value and Identify monochromatic colors
- Discern between form and shape
- Create space in their art using foreground, middle ground and background
- Create a simple print
- Create a 3D work of art that is a geometric structure
- Depict an object in proportion
- Identify symbols from various cultures
- Identify houses as architecture

vocab to Know

Monochromatic color, Value, Tint and Shade, Form, Expressive Line, Bilateral Symmetry, Print, Overlapping, Proportion

Second Grade appropriate tools

DRAWING: pencils, markers, chalks, crayons, oil pastels

PAINTING: tempera, liquid watercolor, watercolor, Kwik Stix

PRINTMAKING: found objects, sponges, aluminum foil, plastic sheets, styrofoam

SCULPTURE: clay, paper, foil, found objects, papier-mâché

MIXED MEDIA: embroidery needles, yarn, cloth, pipe cleaners, tissue paper, beads, wire, weaving looms

Unit One: CREATING

Students will continue to learn how to use art making to solve a problem. Students will discover new art forms such as printmaking and 3D geometric design. Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality

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| A.2.1. | | Demonstrate safety and stewardship of materials |
| A.2.2 | | Identify the elements of art |
| A.2.2.a | | Color - Color wheel, monochromatic |
| A.2.2.b | | Form - 3-D forms: cube, cylinder, sphere, pyramid, cone |
| A.2.2.c | | Line - Expressive |
| A.2.2.d | | Shape - Compare, contrast and identify geometric and organic shapes. |
| A.2.2.e | | Space - Foreground, middle ground and background (Artist Example: The Great Wave off Kanagawa (1833) by Katsushika Hokusai) |
| A.2.2.f | | Texture - Identify texture in works of art - visual and actual/tactile |
| A.2.2.g | | Value - Tint (add white to a color) shade (add black to a color) Artist Example: Wayne Thiebaud |
| A.2.3. | | Identify and use the principles of design |
| A.2.3.a | | Balance - Introduce balance, bilateral symmetry (line of symmetry is studied in math at this grade) |

Unit One: CREATING

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| A.2.4. | | Paint |
| A.2.4.a | | Use tint and shade (see A.2.2.g) |
| A.2.5. | | Draw |
| A.2.5.a | | 3D forms--Use overlapping to suggest space and depth (Example: still life with 3D object) |
| A.2.7. | | Create a 3-D work of art (Example: paper sculpture house with tab and slit or origami house) |
| A.2.8. | | Identify a geometric structure as a 3D work of art |
| A.2.9. | | Depict objects in proportion (See 2.2.e) |
| A.2.10. | | Create a simple print (Example: fork prints, apple halves, relief prints, Styrofoam plates, etc.) |

Unit Two: Connecting

Students will begin to create art to reflect the world around them and understand how art can connect us to other cultures.

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| A.2.6. | | Demonstrate self expression by creating a work of art based on: |
| A.2.6.a | | the Catholic faith |
| A.2.6.b | | a social or cultural event |
| A.2.6.c | | architecture (Artist Example: Antoni Gaudi) |
| A.2.6.d | | cross curricular opportunities |
| A.2.11. | | Use literary sources to generate ideas |
| A.2.12. | | Use a historical or geographical theme to create a work of art (Example: Mexico/Canada) |
| A.2.13. | | Use masterpieces/famous works as inspiration to create a work of art (Artist Example: Ted Harrison) |
| A.2.14. | | Use thumbnail sketches to initiate creative process |
| A.2.15. | | Discuss artistic choices made in the creation of your artwork |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

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| A.2.16. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (Example: Da Vinci's Last Supper) |
| A.2.17. | | Identify symbols from various cultures (Cultural Examples: Aztec Calendar and Amate Bark Painting) |
| A.2.18. | | Use age appropriate art vocabulary to: |
| A.2.18.a | | Respond to an artwork emphasizing the elements of art |
| A.2.18.b | | Express opinions about works of art (introduce how to use an Artist Statement) |
| A.2.18.c | | Describe the emotions and opinions evoked by works of art |
| A.2.19. | | Explore contemporary artists, their contributions to society and careers in the visual arts |

THIRD GRADE

Introduction

The standards for third grade, fourth grade and fifth grade emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self-assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

quick tips

Third Graders are skilled, love to learn and can both draw and paint effectively. This age group is still young enough to enjoy read aloud books for transition time. This year is a great opportunity to work with construction as it will tie into simple machines.

by the end of the year, a Third Grader can...

- Create a work of art based on observation of objects or scenes in daily life
- Use tempera paint to create tints, shades and neutral colors
- Draw landscapes, seascapes or cityscapes to create the illusion of space
- Create a work of art by observing objects based on spatial relationship, atmospheric perspective and positive and negative space
- Add details to their artwork to enhance meaning
- Compare and contrast works of art made with different art media
- Construct representations or maps of places they know

vocab to know

Primary color, complementary color, positive and negative space, value, line, space, atmospheric perspective, symmetry, asymmetry, contrast, gesture drawing, proportion, depth, artistic process

Third Grade appropriate tools

DRAWING: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

PAINTING: tempera, watercolor, watercolor crayons; variety of surfaces, brushes

PRINTMAKING: found objects, printing ink, styrofoam, stencils

CERAMICS: modeling clay, glazes, stains, paint

SCULPTURE/ARCHITECTURE/JEWELRY: paper, papier-mâché, air dry clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam

FIBERS: cloth, yarn, ribbon, found objects

Unit One: CREATING

Students will continue to develop their fine motor skills, use imaginative play in art making and learn how to use the materials to encourage art-making in response to an artistic problem, while also learning how to explain their process in creating art

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| A.3.1. | | Demonstrate safety and stewardship of art tools and materials |
| A.3.2. | | The student will identify and use the following in works of art: |
| A.3.2.a | | Color - Primary, Complementary |
| A.3.2.b | | Space - Positive and negative, spatial relationships, atmospheric perspective, |
| A.3.3. | | Identify and use the principles of design |
| A.3.3.a | | Balance - Symmetry vs. asymmetry, contrast |
| A.3.4. | | Drawing |
| A.3.4.a | | Gesture drawing, drawing an action (Example: stick figures) |
| A.3.4.b | | Introduce facial and figure proportion |
| A.3.4.c | | Create the appearance of depth by drawing distant objects smaller and with less detail than near objects (Artist Example: Georges Seurat) |
| A.3.6. | | Create a 3D non-objective work of art (Example: study Alexander Calder, create a paper sculpture stabile, pipe cleaner sculpture with Styrofoam base or twisted paper sculpture, introduce paper quilling as a 3D art form) |

Unit Two: Connecting

Students will use their Knowledge and personal experiences to make art as well as create art that tells a story about a life experience

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| A.3.5 | | Demonstrate self-expression by creating a work of art based on: |
| A.3.5.a | | the Catholic faith |
| A.3.5.b | | a social or cultural event |
| A.3.5.c | | cross curricular opportunities |
| A.3.7. | | Use masterpieces/famous works as inspiration to create a work of art (combine with A.3.4.c and study Pointilist paintings of Georges Seurat) |
| A.3.8. | | Use thumbnail sketches to initiate the creative process |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

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| A.3.9. | | Discuss artistic choices made in the creation of your artwork |
| A.3.10. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (Example: Pysanka egg drawing, advent wreath collage, rosary drawing or sculpture) Refer to Religion curriculum. |
| A.3.11. | | Discuss symbolism of color in art (Example: purple represents royalty, white flag for neutrality and brown represents the earth. Introduce the liturgical colors) |
| A.3.12. | | Use age appropriate art vocabulary to: |
| A.3.12.a | | Respond to an artwork emphasizing the elements of art and the principles of design |
| A.3.12.b | | Discuss the artistic process |
| A.3.12.c | | Examine the relationship between form and function in art and artifacts of a culture. |
| A.3.12.d | | Distinguish between abstract and realistic art (Artist Examples: Kandinsky vs. Monet or Pollock vs. Seurat) |
| A.3.13. | | Explore contemporary artists, their contributions to society and careers in the visual arts |

FOURTH GRADE

Introduction

The standards for fourth grade continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Cross- curricular activities may emphasize the events and environment of Virginia from Colonial times to the present.

quick tips

Fourth Graders are beginning to compare their ability in art with that of their peers. Keeping the lessons varied and interesting all year long will allow each student to view their abilities in each specialized media. Whereas one child will specialize in ceramics, another will excel in drawing or painting. Fourth Graders are moving beyond picture books as transitory items but still love to experiment with drawing just about anything. Kids this age are eager to learn about art. Keep them interested by teaching lots of new techniques. They love to draw realistic things like animals and buildings but still need guidance.

by the end of the year, a Fourth Grader can...

- Change the hue and intensity of colors
- Know the difference between 2D and 3D objects
- Weave, create coil pots & build paper mache forms
- Work with tempera paint more than with watercolor
- Decide what size paintbrush is best for a desired outcome
- Clean and properly care for art tools
- Plan thumbnail sketches to initiate the creative process and discuss artistic choices in the creation of their artwork

vocab to know

Elements of Art, line, shape, texture, form, color, hue, overlapping, landscape, portrait, 2D, 3D, papier mache, liquid watercolors, tempera paint, collage, mixed media

Fourth Grade appropriate tools

- DRAWING: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
- PAINTING: tempera, watercolor, watercolor crayons; variety of surfaces, variety of brush sizes, paint applicators and gelli plates
- PRINTMAKING: found objects, printing ink, styrofoam, stencil
- CERAMICS: modeling clay, clay substitutes, glazes, stains, paint
- SCULPTURE/ARCHITECTURE/JEWELRY: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam
- FIBERS: cloth, yarn, ribbon, found objects, paper, reeds, rope
- MIXED MEDIA: tissue, photos, found objects, foil, fiber, paint, paper

Unit One: CREATING

Students will continue to identify and use more advanced elements of art and principles of design in their art making process.

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| A.4.1. | | Demonstrate safety and stewardship of materials |
| A.4.2. | | Identify and use the elements of art |
| A.4.2.a | | Color - Hue, intensity, monochromatic |
| A.4.2.b | | Form - Depict a 3D object |
| A.4.2.c | | Texture - Create texture in artwork (Example: rubbing plates) |
| A.4.3. | | Identify and use the principles of design |
| A.4.3.a | | Pattern - Create repeating patterns using translation (slide), reflection (flip) and rotation (turn) (Example: tessellations, Colonial quilts) |
| A.4.4. | | Painting |
| A.4.4.a | | Use value to depict depth (For example, atmospheric perspective) |
| A.4.5. | | Drawing |
| A.4.5.a | | Use overlapping, placement, and shading, to create the illusion of depth |
| A.4.5.b | | Observe and render the details of real, three-dimensional objects with a high degree of accuracy (Example: wrinkles in cloth, texture or mortar between bricks, ridges in bark) |

Unit Two: Connecting

Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience

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| A.4.6. | | Demonstrate self-expression by creating a work of art based on: |
| A.4.6.a | | the Catholic faith |
| A.4.6.b | | a social or cultural event |
| A.4.6.c | | cross curricular opportunities |
| A.4.7. | | Use thumbnail sketches to initiate creative process |
| A.4.8. | | Create a work of art using themes, ideas and art forms from the past (Example: colonial times) |
| A.4.9. | | Create a 3D work of art (Example: 3D colonial paper house sculpture, Native American coil pottery and/or paper quilling) |
| A.4.10. | | Use masterpieces/famous works as inspiration to create a work of art (Examples: Grant Wood, Gilbert Stuart, Thomas Gainsborough) |
| A.4.11. | | Create an abstract work of art (Examples: Mark Rothko's color field paintings and Alma Woodsey Thomas' expressionist paintings) |
| A.4.12. | | Discuss artistic choices made in the creation of your artwork |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

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| A.4.13. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art |
| A.4.14. | | Understand the importance of arts, crafts and artists in colonial America |
| A.4.15. | | Recognize the influence of classical architecture in Virginia. |
| A.4.16. | | Use age appropriate art vocabulary to: |
| A.4.16.a | | Respond to an artwork emphasizing the elements of art and the principles of design |
| A.4.16.b | | Distinguish between abstract, representational and non-objective works of art |
| A.4.16.c | | Discuss how artists use space to create a more interesting composition |
| A.4.16.d | | Discuss how personal experiences influence responses to works of art |
| A.4.17. | | Explore contemporary artists and their contributions to society and careers in the visual arts. |

FIFTH GRADE

Introduction

The standards for fifth grade will enable students to use their prior knowledge and skills to produce and respond to works of art. Cross curricular activities may relate to social studies, world geography and science. Students will gain fluency in using and understanding the elements of art and principles of design.

quick tips

Fifth Graders might be both analytical and emotional in their approach to art making. Their motor skills and ability to represent the world will be advanced enough that they will begin to develop their own individual styles. They are able to tackle long-term, multi-step projects, and if given encouragement will expand their artistic horizons with new tools and techniques. They love to learn new drawing skills and can handle a variety of ceramic techniques. They still struggle with pan watercolors unless using a resist. They enjoy projects that are contemporary and can cut papers very well. Most everyone can work with tempera paint and are ready for acrylics. Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

by the end of the year, a Fifth Grader can...

Explain and discuss the elements of art such as line, shape, form, value, texture and the principles of design such as proportion and motion

Analyze and critique their work and the art work of their peers and various famous artists

Know the difference between 2D and 3D art

Create different tones and values using various media

Describe artwork using different perspectives such as, one point perspective and atmospheric perspective

FIFTH GRADE

vocab to know

Elements of art; line, shape, form, texture, color, value, and space. Elements of design; repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity. Geometric and organic shapes, primary colors, secondary, complementary, intermediates/analogous, neutrals, tints, tones, shades, and value. Textures (tactile and visual), space (background, mid-ground, foreground, placement, atmospheric perspective, overlap, negative, positive converging lines, balance (symmetrical, asymmetrical, radial) Proportion, rhythm, variety, repetition, and movement.

Fifth Grade appropriate tools

DRAWING: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
PAINTING: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
PRINTMAKING: found objects, printing ink, Styrofoam, stencil, textile ink
CERAMICS: modeling clay, clay substitutes, stains, paint
SCULPTURE/ARCHITECTURE/JEWELRY: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam
FIBERS: cloth, yarn, ribbon, found objects, paper, reeds, rope
MIXED MEDIA: tissue, photos, found objects, foil, fiber, paint, paper
NEW MEDIA: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Unit One: CREATING

Students will continue to observe, select, and utilize a range of subject matter, symbols, and ideas in their work. They will refine their observational skills through accurate rendering of representational objects and subject matter from life. They will utilize new interests, current events, or personal experiences as subject matter in the work. Generate symbols and subject matter and borrow ideas from an artist's work in order to communicate ideas.

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| A.5.1. | | Demonstrate safety and stewardship of materials |
| A.5.2. | | Identify and use the elements of art |
| A.5.2.a | | Line - suggestive, implied, contour |
| A.5.2.b | | Space - Use atmospheric perspective |
| A.5.2.c | | Value - Create a black/white, and color value scales |
| A.5.2.d | | Use highlight, value and shadow accurately according to a light source |
| A.5.2.e | | Form - Use one point perspective to depict form |
| A.5.3. | | Identify and use the principles of design |
| A.5.4. | | Painting |
| A.5.4.a | | Use color value to create depth (Example-atmospheric perspective) |
| A.5.5. | | Drawing |
| A.5.5.a | | Use value to create texture, use value to shade |
| A.5.5.b | | Draw objects from a variety of perspectives (Example: street level, bird's eye view and worm's eye view) |
| A.5.10 | | Create a 3D work of art (Example: Boruca Mask sculpture with patterned paper or papier mache) |

Unit Two: Connecting

Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience

| | | |
|---------|--|---|
| A.5.6. | | Demonstrate self-expression by creating a work of art based on: |
| A.5.6.a | | the Catholic faith |
| A.5.6.b | | a social or cultural event |
| A.5.6.c | | cross curricular opportunities |
| A.5.7. | | Create a work of art which reflects the art or architecture of another culture (Example: Latin American Missions) |
| A.5.8. | | Use masterpieces/famous works as inspiration to create a work of art |
| A.5.9 | | Use thumbnail sketches to initiate creative process |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

| | | |
|----------|--|---|
| A.5.11. | | Discuss artistic choices made in the creation of your artwork |
| A.5.12. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art |
| A.5.13. | | Compare art, artifacts, and architecture of other cultures with our own |
| A.5.14. | | Discuss characteristics of art from various cultures and periods (Example: Pre-Columbian, Central American, South American, African, European, Australian, Asian, Middle Eastern, and North American) |
| A.5.15. | | Identify the influences of historic events on subject matter and media in works of art |
| A.5.16. | | Use age appropriate art vocabulary to: |
| A.5.16.a | | Critique an artwork emphasizing the elements of art and the principles of design |
| A.5.16.b | | Discuss a work of art in relation to its historical, cultural and functional context (Example: masks, pottery baskets, textiles etc.) |
| A.5.17 | | Explore contemporary artists and their contribution to society and careers in the visual arts. |

SIXTH GRADE

Introduction

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade. Students will understand the factors that distinguish artistic styles and the role of art in culture. Students will determine how artists convey meaning through the use of forms, media and symbols. Students should begin to evaluate the effects of various influences on the visual arts.

quick tips

Sixth graders enjoy their new middle school student status and should be given more responsibility. The Sixth Grade art curriculum ties in very well with their Social Studies curriculum and provides many cross curricular opportunities.

by the end of the year, a Sixth Grader can...

- Combine multiple processes or techniques effectively within one piece of artwork
- Analyze how art reflects changing times, traditions and cultures
- Explain the role art and artists had in past cultures
- Create the illusion of 3D form in 2D work
- Differentiate between transparent and opaque color
- Create a radial design

vocab to know

Transparent and opaque color, radial symmetry, myth, symbol, art history

Sixth Grade appropriate tools

- DRAWING: pencils, colored pencils, markers, chalks, charcoals, crayons, oil pastels
- PAINTING: tempera, acrylic, watercolor, use a variety of paint brushes on a variety of surfaces
- PRINTMAKING: printmaking ink, styrofoam
- SCULPTURE: clay, paper, foil, found objects, papier-mâché, plaster
- MIXED MEDIA: embroidery needles, yarn, cloth, pipe cleaners, tissue paper, beads, wire, weaving looms

Unit One: CREATING

Students will continue to identify and produce artwork using the elements of art and principles of design.

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| A.6.1. | | Demonstrate safety and stewardship of materials |
| A.6.2. | | Identify and use the elements of art |
| A.6.2.a | | Color: transparent and opaque (Example: watercolor sunset with a transparent sky and opaque silhouette.) |
| A.6.3. | | Identify and use the principles of design |
| A.6.4. | | Drawing |
| A.6.4.a | | Use shading to create the illusion of 3D form in a 2D work of art (Example, Greek columns) |
| A.6.5. | | Create a radial design with symmetry (Example: rose windows, mandalas) |
| A.6.12. | | Create a 3D work of art (Examples: Egyptian Masks and Canopic Jars) |

Unit Two: Connecting

Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience

| | | |
|---------|--|---|
| A.6.6. | | Demonstrate self-expression by creating a work of art based on: |
| A.6.6.a | | the Catholic faith |
| A.6.6.b | | a social or cultural event |
| A.6.6.c | | cross curricular opportunities |
| A.6.7. | | Use visual memory skills to produce a work of art |
| A.6.8. | | Utilize mythical characters as a means of expression in works of art (Example: Dragon Eyes) |
| A.6.9. | | Identify and use symbols in a work of art |
| A.6.10. | | Use thumbnail sketches to initiate creative process |
| A.6.11. | | Use masterpieces/famous works as inspiration to create a work of art |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

| | | |
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| A.6.13. | | Discuss artistic choices made in the creation of your artwork |
| A.6.14. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art |
| A.6.15. | | Discuss works of art in terms of cultural and religious meaning |
| A.6.16. | | Compare art, architecture and artifacts of a past culture with that of the present time |
| A.6.17. | | Identify components of an artist's style; including materials, design, methods, and subject matter |
| A.6.18. | | Identify the contributions of artists to society (Example: manuscripts, calligraphy, tapestries, stained glass windows) |
| A.6.19. | | Use age appropriate art vocabulary to: |
| A.6.19.a | | Critique an artwork emphasizing the elements of art and the principles of design |
| A.6.19.b | | Discuss the ways art can be persuasive |
| A.6.19.c | | Demonstrate appropriate vocabulary for Art Criticism |
| A.6.19.d | | Discuss the ideas and emotions expressed in works of art |

Unit Three: Responding

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| A.6.19.e | | Identify the steps of the creative art processes |
| A.6.20. | | Explore contemporary artists and their contribution to society and careers in the visual arts. |
| A.6.21. | | Recognize the role of creativity in the modern workplace. (Examples: robotics, engineering etc.) |

SEVENTH GRADE

Introduction

Seventh Graders continue to emphasize exploration, analysis and investigation of the creative process. Students will develop technical skills that empower them to communicate ideas visually, identify art styles and periods to which those styles belong. Students will develop an awareness of the meaning and value of works of art.

quick tips

Seventh graders place great importance on their peer relationships. This is a good age to explore structured peer reviews and the collaborative creative process. This age is capable of being reflective if given a starting point to work from as they are also incredibly aware of how they are being perceived by their peers.

by the end of the year, a Seventh Grader can...

- Articulate ideas and feelings expressed in their artwork
- Draw three dimensional objects from multiple points of view
- Create a two color print
- Create the illusion of movement in art
- Discern between different cultures and periods in time based on artwork
- Use a variety of watercolor techniques

vocab to know

arbitrary color, principles of design (balance, rhythm, pattern, emphasis, contrast, unity, and movement), one point perspective, wet on wet watercolor, wet on dry watercolor, dry brush watercolor, printmaking, collage

Seventh Grade appropriate tools

DRAWING: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals

PAINTING: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators

PRINTMAKING: found objects, printing ink, styrofoam, stencil, textile ink

CERAMICS: modeling clay, clay substitutes, glazes, stains, paint

SCULPTURE/ARCHITECTURE/JEWELRY: paper, papier-mâché, clay, plaster, fiber, cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

MIXED MEDIA: tissue, photos, found objects, foil, fiber, paint, paper

Unit One: CREATING

Students will continue to identify and use more advanced elements of art and principles of design in their art making process.

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|---------|--|---|
| A.7.1. | | Demonstrate safety and stewardship of materials |
| A.7.2 | | Identify and use the elements of art |
| A.7.2.a | | Color: arbitrary (Example: Franz Marc - Fauves movement) |
| A.7.3. | | Identify and use the principles of design |
| A.7.4 | | Drawing |
| A.7.4.a | | Use one-point perspective to create the illusion of depth |
| A.7.4.b | | Draw from observation three-dimensional objects from different points of view |
| A.7.5. | | Painting |
| A.7.5.a | | Use watercolor techniques such as wet-on-wet, wet-on-dry and dry brush |
| A.7.6. | | Printmaking |
| A.7.6.a | | Create a two color print |
| A.7.7 | | Collage |
| A.7.7.a | | Use two or more types of media in a single two-dimensional artwork |

Unit Two: Connecting

Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience

| | | |
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| A.7.8 | | Demonstrate self-expression in creating works of art based on: |
| A.7.8.a | | the Catholic faith |
| A.7.8.b | | a social or cultural event |
| A.7.8.c | | cross curricular opportunities |
| A.7.9. | | Create a work of art that communicates ideas and/or emotions (Example, Edvard Munch The Scream) |
| A.7.10. | | Create the illusion of movement in works of art (Example: Op Art drawings and Agamographs) |
| A.7.11. | | Create illusion of depth in works of art using a variety of techniques (Example: watercolor landscape painting) |
| A.7.12. | | Discuss artistic choices made in the creation of your artwork using an artist statement as a guide. |
| A.7.13. | | Use masterpieces/famous works as inspiration to create a work of art (Example, Cubist style paintings with study of Picasso) |
| A.7.14. | | Create a 3D work of art (Example: subtractive sculpture with study of Christ the Redeemer statue) |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

| | | |
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| A.7.15. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (Example: the Christ the Redeemer Statue in Brazil, Our Lady of Guadalupe) |
| A.7.16. | | Explore how factors of time and place influence the visual characteristics of art- (Examples: 60's op & pop art) |
| A.7.17. | | Identify and analyze art and architecture from various world cultures, periods and civilizations |
| A.7.18. | | Describe how religious, social and cultural beliefs can influence responses to works of art |
| A.7.19. | | Identify major art movements and influential artists |
| A.7.20. | | Use age appropriate art vocabulary to: |
| A.7.20.a | | Critique an artwork emphasizing the elements of art and the principles of design |
| A.7.20.b | | Identify themes and symbols in works of art |
| A.7.20.c | | Identify the processes artists use to create works of art (Example: DaVinci's notebooks and Flying Machine) |
| A.7.21 | | Explore contemporary artists and their contribution to society and careers in the visual arts. |

EIGHTH GRADE

Introduction

The standards in eighth grade focus on the synthesis and application of previously learned concepts. The students will be able to apply more complex technical skills and manipulate the elements of art and principles of design, art media, and ideas. Students will acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes.

quick tips

Eighth Graders are motivated by personal interests. This year provides a wonderful opportunity to focus on personal identity in artwork as well as emphasizing the importance of craftsmanship in their work. Eighth grade students are capable of conducting thoughtful critiques and enjoy sharing their input.

by the end of the year, an Eighth Grader can...

Participate thoughtfully into critical discussions and critiques of fine art works as well as peer artworks

Develop a variety of skills in drawing: observational, illusion of form, perspective, tonal rendering, drawing from scale

Express their personal identity through their work

vocab to know

Value, stippling, hatching, cross hatching, typography, graphic art, symbol, personal identity, critique, mixed media

Eighth Grade appropriate tools

DRAWING: pencils, colored pencils, markers, chalks, charcoals, crayons, oil pastels

PAINTING: tempera, acrylic, watercolor, use a variety of paint brushes on a variety of surfaces

PRINTMAKING: printmaking ink, styrofoam, Gelli plates, linoleum, brayers

SCULPTURE: clay, paper, foil, found objects, papier-mâché, plaster

MIXED MEDIA: embroidery needles, yarn, cloth, pipe cleaners, tissue paper, beads, wire, weaving looms

Unit One: CREATING

Students will continue to identify and use more advanced elements of art and principles of design in their art making process.

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|----------|--|---|
| A.8.1. | | Demonstrate safety and stewardship of materials |
| A.8.2. | | Further expand and develop the use of the elements of art and the principles of design |
| A.8.3. | | Drawing |
| A.8.3.a | | Create value through stippling, hatching and cross hatching |
| A.8.4. | | Use mixed media |
| A.8.4.a | | Students should use their own knowledge of at least 2 types of media to create a 2D work of art |
| A.8.5. | | Painting |
| A.8.5.a. | | Use advanced painting techniques (for example-Use watercolor techniques: adding other materials to wet paint, such as rubbing alcohol and salt) |
| A.8.6. | | Sculpture |
| A.8.6.a | | Students should use their own knowledge of materials to create a 3D work of art |
| A.8.7. | | Printmaking |
| A.8.7.a | | Use advanced printmaking techniques and/or processes (Example: multiple prints on one page, printmaking combined with other media or screen printing) |

Unit Two: Connecting

Students will use their knowledge and personal experiences to make art as well as create art that tells a story about a life experience

| | | |
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| A.8.8. | | Demonstrate self-expression in creating works of art based on: |
| A.8.8.a | | the Catholic faith (Example: modern cathedral design with the study of Cathedral Architecture) |
| A.8.8.b | | a social or cultural event |
| A.8.8.c | | cross curricular opportunities |
| A.8.9. | | Identify and analyze the use of typography in graphic arts (example: printing a logo design for a local company, calligraphy) |
| A.8.10. | | Emphasize artistic processes including idea development, production and reflection to achieve final art solutions in personal works of art by documenting preparations and rough drafts |
| A.8.11. | | Use masterpieces/famous works as inspiration to create a work of art |
| A.8.12. | | Discuss artistic choices made in the creation of your artwork (Example: Create authentic solutions for a real design need such as create a logo design for a new school club or design a t-shirt for a fundraiser) |
| A.8.13. | | Express personal identity through a work of art |

Unit Three: Responding

Students will learn to create art relating to an event, tradition or custom. Students will use their art vocabulary to describe and interpret the meaning of their own art. Using the art elements, students will identify subject matter and relevant details in a work of art.

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| A.8.14. | | Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (Example: cathedral layout footprint is a cross with the altar always in the east, Analyze Our Lady of Guadalupe-stars on her robe relate to constellations, color of her sash) |
| A.8.15. | | Discuss religious, social, cultural and historical context in relation to a work of art |
| A.8.16. | | Discuss ways art can be persuasive (Example: Paintings done during the Civil War were used to inform citizens in the way that television and Internet are used today. How did Our Lady Guadalupe help convert the native peoples of Mexico?) |
| A.8.17. | | Identify styles and themes in works of art from specific historical times and places |
| A.8.18. | | Discuss the characteristics and benefits of public art and monuments (Example: students can come up with an idea for a public work of art for their school after viewing examples of public art.) |
| A.8.19. | | Identify major art movements and influential artists in the 20th & 21st century |
| A.8.20. | | Use age appropriate art vocabulary to: |
| A.8.20.a | | Critique an artwork emphasizing the elements of art and the principles of design |
| A.8.20.b | | Critique personal work and the work of others |
| A.8.20.c | | Discuss and analyze the purpose, value and meaning of works of art |

Unit Three: Responding

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|----------|--|--|
| A.8.20.d | | Explore and identify subjects, themes and symbols as they relate to meaning in works of art |
| A.8.21. | | Explore contemporary artists and their contribution to society and careers in the visual arts. |