

BPS Visual Arts Program
KG2 - Grade 2

Story

BPS’s Visual Arts Program provides an opportunity for creative and imaginative expression. Through this program, our learners will develop many aspects of multiple intelligences, and which is part of the development of critical and creative thinking skills. Additionally, learners will explore various media, techniques and use a wide array of art materials necessary to extend their creative expression. KG2 through G2 learners will inquire, explore and respond visually through drawings, painting, printmaking and crafting.

The content learning standards of our Visual Arts Program have been adopted from American Education Reaches Out (AERO), the Visual & Contents Standards for California Public Schools and the National Art Education Association (NAEA) and National Core Arts Standards (NCAS). The four main strands/ concepts involve: Creative Expression, Artistic Perception, Historical and Cultural Context and Making Connections. Overall, this standards-based visual arts education program offers our learners various opportunities to understand how art shaped cultures, create artistic projects at a personalized pace, develop self-expression, self-confidence, independence and experience a sense of accomplishment.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
	Learners will understand that....	Learners will be able to....	Integrity
CREATIVE EXPRESSION	<ul style="list-style-type: none"> • Art allows us to explore, through imaginative play, the potential of the art making processes to express ideas, feelings and experiences in visual tangible forms • The creative processes and the language of art to communicate through a variety of media and techniques 	<ul style="list-style-type: none"> • Create art that reflects personal observations and experiences • Use observations and experiences, both spontaneously and deliberately, to plan and create art • Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors and tempera • Purposefully experiment with materials and techniques to produce a range of artwork • Draw from imagination and memories 	Resilience Reflection Empathy
HISTORICAL AND CULTURAL CONTEXT	Art has shaped and preserved history and culture	<ul style="list-style-type: none"> • Identify and discuss how art is used in events and celebration in various cultures, past and present, including the use in their own lives • Use the visual arts to express a concept, tell a story, create a mood, express an emotion, and symbolize an idea 	Playfulness

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
ARTISTIC PERCEPTION	<ul style="list-style-type: none"> • Various art elements can produce different visual effects • The elements of art are the basic components of art making, analyzing and presenting 	<ul style="list-style-type: none"> • Describe art works using the language of art • Interpret and communicate ideas and feelings about works of art • Ask relevant questions about the works of art • Identify the principles of design in objects in nature, in the environment, and in work of art, emphasizing balance, rhythm and pattern. • Expresses that colors have names, can be grouped as primary and secondary colors • Experiment with painting using different paint and colors in creating artwork 	
CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<ul style="list-style-type: none"> • Connections can be made between art, personal experiences and the world • Art can be used to connect people who don't speak the same language (such as story telling through pictures) 	<ul style="list-style-type: none"> • Distinguish among various shapes when looking at work of art. • Demonstrate connection between art, personal experience, and to other curricular activities • Identify and sort pictures into categories according to the elements of art emphasized in the work (e.g., color, line, shape/form, texture). • Select and use expressive colors to create mood and show personality within artwork. 	

BPS Visual Arts Program Grades 3-5

Story

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The content learning standards of our Visual Arts Program have been adopted from American Education Reaches Out (AERO), the Visual & Contents Standards for California Public Schools and the National Art Education Association (NAEA) and National Core Arts Standards (NCAS). The four main strands/ concepts involve: Creative Expression, Artistic Perception, Historical and Cultural Context and Making Connections. Overall, this standards-based visual arts education program offers our learners various opportunities to understand how art shaped cultures, create artistic projects at a personalized pace, develop self-expression, self-confidence, independence and experience a sense of accomplishment.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
	Learners will understand....	Learners will be able to....	Integrity
CREATIVE EXPRESSION	<ul style="list-style-type: none"> Personal ideas, beliefs and values can be explored through visual art The creative processes and the language of art to communicate through a variety of media and techniques 	<ul style="list-style-type: none"> Use variety of media to communicate meaning and intent in original work of art Continue to develop sensitivity, skill and understanding of the elements of art Identify and describe the principles of design in visual compositions, emphasizing unity and harmony Identify positive and negative shapes in works of art and the environment Create visual texture using line in drawings, paintings and printmaking 	Resilience Reflection Empathy Playfulness

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
HISTORICAL AND CULTURAL CONTEXT	<ul style="list-style-type: none"> The relationship between visual arts and history, culture, and society Art consists of different things including buildings, monuments, national dress, music, etc. 	<ul style="list-style-type: none"> Describe how local and national art galleries and museums contribute to the conservation of art Continue to discover the interrelationship between the different elements of art Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art Relate works of art to a particular time period Understand that culture and historical events influence art 	
ARTISTIC PERCEPTION	<ul style="list-style-type: none"> How media, techniques and processes are used in the production of visual arts Artists use problem-finding, problem-solving & decision-making skills to apply art elements, design principles and sensory and expressive features in works of art 	<ul style="list-style-type: none"> View and evaluate painting by a variety of artists for use of color schemes and suggested feeling from color use Use the vocabulary of art to compare and contrast works of art Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment Identify and describe the principles of design in visual compositions, emphasizing unity and harmony. Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood. Display reproductions of paintings which show texture. Discuss how artists produced these simulated textures Describe how negative shapes/form and positive shapes/form are used in a chosen work of art 	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
<p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p>Learners will understand and use visual arts as a means for creative self-expression and interpersonal communication.</p>	<ul style="list-style-type: none"> • Compare and describe various works of art that have a similar theme and were created at different time period • Use artwork to communicate and enhance understanding of concepts in other subject areas • The learners will identify simple line direction with feeling and emotion <ul style="list-style-type: none"> • Horizontal: calm, peaceful, lazy • Vertical: active, alert, devout • Diagonal: exciting, violent • Curved: happy or sad, flowing • Identify the texture as it appears in nature and man-made articles • Look at famous paintings. Name the colors used. Make a list of related colors in the composition. Discuss how light affects the colors. 	