

Curriculum Guide *For* *Visual Arts*

(Revised July 2018)



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The Purpose of Visual Arts in St. John's Lutheran School Curriculum

At St. John's Lutheran School we value the study of the visual arts as an important tool in implementing our vision and philosophy statements. The visual arts are one of humanities deepest rivers of continuity. They connect each new generation to those which have gone before. We believe that students need to study the visual arts to enable them to make these connections and to express the otherwise inexpressible. We also see the visual arts as an important tool in which we can glorify God our Father (through the works we create, and by using the God-given talents that we are commanded to use).

We at St. John's believe that a visual arts education benefits the student because it cultivates the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. If art education is to serve its proper function, each student must develop an understanding of such questions as these:

- What are the visual arts?**
- How do artists work, and what tools do they use?**
- How do traditional, popular, and folk art forms influence one another?**
- Why are the visual arts important to me and my society?**
- What are some of the ideas and themes common to art and other disciplines?**

As our students seek the answers to these questions, they develop an understanding of the essence of each visual arts discipline, and of the knowledge and skills that enliven them.

Overview of Arts Projects

By Grade Level

This is a list by grade level of the projects that our students create in order to learn more about the visual arts and to make sure our students are meeting the standards that we have set for visual arts here at St. John's. (Also included is a list of resources that we use to accomplish these tasks)

Kindergarten Projects:

1. Initial Designs
2. Line Booklet
3. Shoe Fly
4. Art History Video
(Dropping in on Henri Matisse)
5. Mixing Paints
(Primary/Secondary)
6. Water Color
(Thanksgiving Place Mats)
7. Warm/Cool Color Project
8. Black and White Design
9. Hungry Caterpillar
Illustration
10. Sponge Paint Snowman
Scene
11. Drawn Self Portrait
(before/after lesson)
12. Sponge Paint Hearts
13. Pinch Pots
14. Art History Video
(Dropping in on Picasso)
15. Monet's Pond
16. Purple Crocus Story
17. Bouquet of Flowers
18. Scissors, Shapes, and Glue
19. Tissue Paper Art

First Grade Projects:

1. Game (Loosening Up with Lines)
2. Name Explosion
3. Texture Rubbings
4. On the Street Where I Live (texture
rubbings)
5. Torn Hat Project (self portrait)
6. Thanksgiving Place Mats
7. Texture Turkeys
8. Glowing Christmas Tree
(Chalk Pastels)
9. Beast of the Sea
10. Art History Video (Da Vinci)
11. Mona Lisa replica
12. A Ballerina (Oil Pastels)
13. Overlapped Numbers
14. Spring Time Sun Catcher

2nd Grade Projects:

1. Name Rock Strata
2. Radiating Flowers
3. Out Fold design
4. Self Portrait with a Pet
5. Valuable Snowmen
6. Snowflake Designs
7. Spring Time Kites
8. Snake Pointillism

4th Grade Projects:

1. Name Creature
2. Leafy Overlaps
3. Hand Bones
4. Art History Video
(Jasper Johns)
5. Jasper Johns Numbers
6. Matisse's Fish Bowl
7. Value Vases
8. Tissue Paper Flowers

6th Grade Projects:

1. Pizza Pie Name
2. American Gothic
3. Four Part Design
4. Contour Line Drawing
5. Value Circle Art
6. Clay Faces
7. Water Color Techniques
8. Enlarged Water Color Flowers
9. Art History Video
(Michelangelo)

8th Grade Projects:

1. Coat of Arms
2. Self Portraits (paper mosaic)
3. Realistic 3D Shoe Drawing
4. Animal Pointillism

3rd Grade Projects:

1. Self Portrait (Andy Warhol Style)
2. Paper Still Life
3. 3D Words
4. Winter Birds (oil pastels)
5. Art History Video
(Faith Ringgold)
6. Crazy Quilt
7. Water Color Spring Flowers

5th Grade Projects:

1. Silhouette (Self Portrait)
2. Turkey Masquerade
3. My Floor (Perspective)
4. Paper Quilts
5. Grid Picture
6. Art History Video
(Picasso)
7. Picasso
8. Initial Designs
9. Art History Video
(Faith Ringgold)

7th Grade Projects:

1. Stacked Initial Letters
2. Half Face Drawing
3. Self Portrait – Warm/Cool Colors
4. Water Color Value Vases
5. Crosshatching Designs
6. Cubism Picasso Style
7. Mona Lisa Watercolor Pencil Drawing
8. Art History Study of Famous Artists:
- Warhol - Degas - Seurat - O'Keeffe
- Cezanne - VanGogh - Matisse - Renior
- Gauguin - Cassatt - Picasso

Art Curriculum Resources:

- The No Nonsense Guide to Teaching Art by Sara Beggs
- Masterpiece of the Month by Jennifer Thomas
- Adventures with Art by Sarah Jenkins & Margaret Foote
- Art For All Seasons by Jo Ellen Moore
- How to Teach Art to Children by Joy Evans & Jo Ellen Moore
- Busy Teacher's Guide Art Lessons by Michelle M. McAuliffe & Marsha W. Black
- Art Projects For Any Day by Mary Pat Klingsten
- Hooked on Art by Jenean Romberg
- Art Projects Plus by R. Howard Blunt, Jr & Martha Venning Webb
- Exploring Art Masterpieces With Young Learners by Rhonda Graff Silver
- Art Works for Kids Series (Recyclables, Nature, Painting, Weaving, & Clay) by Lori Van Kirk Schue
- Artists' Workshop (Landscapes, Animals, Portraits, Stories,
- Arts & Activities — Art Education Magazine
- Art Ideas for the Elementary Classroom by Del Klaustermeir
- Teaching Art the Easy Way by Marcy Uphoff Effinger
- Hooked On Painting by Sandy Brooke
- Focus on Artists by Teacher Created Materials
- Lets Meet Famous Artists by Harriet Kinghorn, Jacqueline Badman, Lisa Lewis-Spicer
- The Usborne Book of Art Ideas by Fiona Watt
- Art Infusion K-5 Art Activities to Enrich by Susie Kropa
- Primary Art by Dianne Stervett
- Art History Videos:
 - An American Original "Degas"
 - Self Portraits DVD by Peggy Flores
 - Tissue Paper Creations DVD by Peggy Flores
 - Who is the Artist - Van Gogh/ Seurat /Cezanne
 - Getting to Know the Worlds Greatest Artist-Van Gogh
 - Who is the Artist? Degas/Renoir/Cassatt
 - An American Original "Goya"
 - Who is the Artist? Chagal IIKlee/Magritte
 - An American original – Cassatt
 - An American original "Homer"
 - Getting to Know the Worlds Greatest Artist –Monet
 - An American original "Rembrandt"
 - Dropping in on Picasso DVD
 - Dropping in on Matisse DVD
 - I Can Fly Series DVD by Linda Freeman

St. Johns Visual Arts
Curriculum Standards

(Adapted from the Colorado Model Content Standards)

- 1. Students recognize and use the visual arts as a form of communication.**

- 2. Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.**

- 3. Students know and apply visual arts materials, tools, techniques, and processes.**

- 4. Students relate the visual arts to various historical and cultural traditions.**

- 5. Students analyze and evaluate the characteristics, merits, and meaning of works of art.**

- 6. Students will see the visual arts as a tool in which we can glorify God.**

Visual Arts Curriculum Framework

(Grades K – 4)

Standard 1: Students recognize and use the visual arts as a form of communication

**** As students in grades K-4 extend their knowledge, they will***

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<ul style="list-style-type: none"> - Recognize grade-level appropriate vocabulary - Create drawings, paintings, collages, and sculptures that communicate what he/she understands about a theme, and an idea or area of study - Identify the subject of a famous work of art - Observe and describe how illustrators communicate through their artwork. Create images that illustrate his/her own story 	<ul style="list-style-type: none"> - Observe and describe how illustrators communicate through their artwork - Create images that illustrate his/her own story or message - Recognize and discuss various solutions to a single art problem 	<ul style="list-style-type: none"> - Use grade level appropriate art vocabulary - Incorporate unanticipated results into works of art - Develop ideas for works of art in draft form 	<ul style="list-style-type: none"> - Create and discuss a work of art based upon an interpretation of a sensory experience - State the rationale for the choices or options selected in resolving an artistic problem - Create and discuss art to communicate real and imaginary sources - Recognize and appreciate that artists apply innovative solutions to solve visual problems - Recognize and discuss that there are various solutions to a single art problem 	<ul style="list-style-type: none"> - Design and create a work of art based upon an interpretation of a sensory experience - Use brainstorming as a means to generate ideas for works of art - Use various art techniques and media to communicate ideas and feelings - Create art to communicate real and imaginary sources or ideas

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

**** As students in grades K-4 extend their knowledge, they will***

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<ul style="list-style-type: none"> - Recognize and apply the Elements of Art (e.g., line, texture, color, shape, form, space, value in his/her artwork) - Recognize and apply the principles of design (e.g., pattern, balance, contrast, proportion in his/her artwork) 	<ul style="list-style-type: none"> - Recognize and apply the Elements of Art (e.g., lines, shapes, texture, space, color, and value) - Recognize and apply the Principles of Design (e.g., contrast, rhythm, repetition, pattern—simple and complex, size relationships, balance {symmetry}) 	<ul style="list-style-type: none"> - Recognize and apply the Elements of Art (e.g., line, shape, form, texture, space, color, and value) - Recognize and apply the Principles of Design (e.g., rhythm, repetition, pattern, proportion, size relationships, balance) 	<ul style="list-style-type: none"> - Recognize and apply the Elements of Art (e.g., line, shape, form, texture, space, color, and value) - Recognize and apply the Principles of Design (e.g., rhythm, repetition, pattern, proportion, size relationships, balance) 	<ul style="list-style-type: none"> - Recognize and apply the Elements of Art (e.g., line, shape, form, texture, space, color, and value) - Recognize and apply the Principles of Design (e.g., rhythm, repetition, pattern, proportion, size relationships, balance, emphasis)

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes

**** As students in grades K-4 extend their knowledge, they will***

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<ul style="list-style-type: none"> - Manipulate the elements of art including lines and shapes with a variety of materials and tools in artwork - Use art tools, materials, and processes with care and safety to create 	<ul style="list-style-type: none"> - Draw using a variety of materials, tools, techniques, technologies, and processes (pencils, markers) - Create paintings with a variety of materials, tools, techniques, technologies, 	<ul style="list-style-type: none"> - Draw using a variety of materials, tools, techniques, technologies, and processes (pastel) - Recognize and produce works representative of (contour line) - Plan and create a two- 	<ul style="list-style-type: none"> - Identify and discuss different artist's techniques - Draw using a variety of materials, tools, techniques, and technologies and processes (pastel) - Recognize and produce 	<ul style="list-style-type: none"> - Draw using a variety of materials, tools, techniques, and technologies and processes - Create painting with a variety of materials, tools, technologies, and

drawings, paintings, prints, sculptures, and pottery - Describe the tools, materials, and processes he/she used to draw, paint, print, sculpt, and shape clay	and processes on a variety of surfaces (watercolor) - Select and use a variety of materials, tools, techniques, technologies, and processes to communicate ideas, experiences, and stories	dimensional artwork using overlapping to create the illusion of depth - Demonstrate appropriate and safe use of art materials and techniques - Experiment with a variety of printing materials, tools, techniques, technologies, and processes (glue, line, brush, print)	works representative of figure drawing - Create painting with a variety of materials, tools, technologies, and processes on a variety of surfaces (watercolor)	processes on a variety of surfaces - Identify and experiment with a variety of materials, tools, techniques, and processes - Follow directions for the safe use of tools, materials, and procedures
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Standard 4: Students relate the visual arts to various historical and cultural traditions.

**** As students in grades K-4 extend their knowledge, they will***

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
- Recognize and identify the work of past and present artists (e.g., famous artists, illustrators of children's books, local artists) - Discuss familiar art objects from personal experience	- Identify and talk about art in their community and everyday life - Recognize that all cultures create works of art - Create a work of art that is in a like style of another culture or historical era	- Talk about artists and art styles from various cultures - Become familiar with names of artists and their work - Create artwork based on historical and cultural ideas	- Describe and compare artworks with a similar theme from different time periods - Become familiar with names of artists and examples of their work and style - Make observations about the lives and times of artists by looking at their work - Identify and discuss	- Compare and contrast artwork of different times and places - Use historical and cultural themes as a basis for creating art

			themes in art such as portraits, landscapes and still life's - Create a work of art based on historical and cultural ideals using a variety of media	
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Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

** As students in grades K-4 extend their knowledge, they will*

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<ul style="list-style-type: none"> - Discuss artwork and identify the subject matter - Look carefully and describe what he/she observes in works of art, including his/her own 	<ul style="list-style-type: none"> - Identify elements including lines, shapes, and colors found in a work of art - Identify and discuss the subject matter in a work of art - Describe likes or dislikes about a work of art and explain why - Share personal opinions about what art is and what purpose art serves 	<ul style="list-style-type: none"> - Demonstrate how artists use art to share experiences - Describe the Elements of Art including the lines, shapes, and colors that they find in a work of art - Describe the mood or feeling in a work of art 	<ul style="list-style-type: none"> - Recognize the Elements and Principles of Design in a work of art - Distinguish between realistic or non-realistic art - Use selected criteria as the basis of making judgments about works of art including self critique - Develop and describe personal reasons for valuing works 	<ul style="list-style-type: none"> - Design and create a work of art based upon an interpretation of a sensory experience - Use brainstorming as a mean to generate ideas for work of art - Use various art techniques and media to communicate ideas and feelings - Create art to communicate real and imaginary sources or ideas

Standard 6: Students will see the visual arts as a tool, or way, in which we can glorify God.

**** As students in grades K-4 extend their knowledge, they will***

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<ul style="list-style-type: none"> - Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school) 	<ul style="list-style-type: none"> - Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school) 	<ul style="list-style-type: none"> - Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school) 	<ul style="list-style-type: none"> - Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school) 	<ul style="list-style-type: none"> - Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school)

Visual Arts Curriculum Framework (Grades 5 – 8)

Standard 1: Students recognize and use the visual arts as a form of communication

** As students in grades 5-8 extend their knowledge, they will*

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<ul style="list-style-type: none"> - Critique meaning expression in works of art - Identify and discuss how and why visual images and themes communicate concepts and emotions 	<ul style="list-style-type: none"> - Compare and contrast the communication of visual images and themes - Identify and discuss the creative components in works of art - Identify how the belief system of a viewer may influence the interpretation of works of art - State the rationale for the choice or options selected in creating an artwork 	<ul style="list-style-type: none"> - Select, organize, and employ visual images, themes, and ideas in creating own works of art to express an intended meaning - Predict the intended meaning of artworks through generating questions and analyzing interpretations - Develop ideas for works of art by conducting research on well known artist 	<ul style="list-style-type: none"> - Examine and critique the use of creativity in their own and other's art works - Critique the use of meaning, images, theme, and expression in creating an intended meaning - Understand and complete art-related application forms

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

** As students in grades 5-8 extend their knowledge, they will*

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<ul style="list-style-type: none"> - Recognize and apply the elements of art and the expressive 	<ul style="list-style-type: none"> - Recognize and apply the elements of art to create their own 	<ul style="list-style-type: none"> - Recognize and apply the elements of art to create their own 	<ul style="list-style-type: none"> - Recognize and apply the elements of art to create their own

<p>qualities of: Line—Relationship: intersect, perpendicular, parallel, variety Shape—silhouette Color—Scheme: intermediate Concept: tints and shades Value: value scale - Analyze and critique the use of elements of art and principles of design: Concept—Style: creative features - Explore and experiment with the characteristics of abstraction</p>	<p>art: Line—directions, angularity Form—volume, mass, functional, non-functional Texture—raised, lowered, matte, glossy Color—Concept: tone Value—highlights, shadows - Recognize and apply the principles of design to create their own art: Contrast—variation of elements Rhythm—progressive</p>	<p>art: Line—Type: mechanical Concept: implied, leading Shape—Type: ellipse Concept: symbolic, dynamic Form—actual Color—advance, recede Value—gradation, high/low key - Recognize and apply the principles of design to create their own art: Movement: illusion of action Proportion: self portrait Emphasis: rule of thirds, placement - Analyze and critique the use of elements of art and principles of design Concept: period, design</p>	<p>art: Line—Type: lyrical Concept: expressive Shape—Type: biomorphic Concept: abstract, expressive Form: free Color: symbolic, realistic Value: reflected - Recognize and apply the principles of design to create their own art: Rhythm: flowing Movement: center of interest Repetition: kinetic Proportion: self portrait Balance: formal, informal Unity: continuity</p>
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Standard 3: Students know and apply visual arts materials, tools, techniques, and processes

** As students in grades 5-8 extend their knowledge, they will*

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<p>- Draw using a variety of materials, tools, techniques, technologies and processes - Experiment with a variety of printing materials, tools, techniques, technologies and processes</p>	<p>- Identify materials, tools, techniques, technologies and processes use din an artwork - Demonstrate the appropriate application of materials, tools, techniques, technologies, and processes</p>	<p>- Select and use materials that will enhance communication of an intended meaning in an artwork - Demonstrate safe usage with a variety of materials, tools, techniques, technologies, and processes</p>	<p>- Demonstrate skills with a variety of materials, tools, techniques, technologies, and processes in creating artwork - Demonstrate correct procedure in a variety of processes as applied to creating their own</p>

	<ul style="list-style-type: none"> - Select materials, tools, techniques, technologies, and processes to enhance their own artwork 	<ul style="list-style-type: none"> - Recognize levels of craftsmanship through visual comparison - Describe how materials, tools, techniques, technologies, and processes result in different interpretations 	<p>artwork</p> <ul style="list-style-type: none"> - Identify health risks associated with particular art materials - Analyze and evaluate the selection and use materials, tools, techniques, technologies, and processes
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Standard 4: Students relate the visual arts to various historical and cultural traditions.

** As students in grades 5-8 extend their knowledge, they will*

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<ul style="list-style-type: none"> - Recognize that visual arts have a historical and specific relationship to various cultures - Identify various art forms (e.g., architecture, folk arts and crafts) from historical periods in a chronological framework 	<ul style="list-style-type: none"> - Describe and place a variety of art objects in their historical and cultural context - Create art inspired by cultural context - Create art that is autobiographical in nature - Identify unique features of particular art styles and movements 	<ul style="list-style-type: none"> - Create art bases on personal interpretation of historical and cultural context - Create art that is unique to a cultural and historical event - Demonstrate how the history and culture of diverse people influence the creation, meaning, and style of works of art 	<ul style="list-style-type: none"> - Examine and discuss artwork created as a social comment - Identify major artworks by diverse groups of people - Understand the connections between art and social context

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

** As students in grades 5-8 extend their knowledge, they will*

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
- Evaluate various pieces of art in terms of personal aesthetic preferences	- Identify and discuss reasons for creating works of art - Use methods of critical analysis and aesthetic inquiry to critique works of art	- Formulate responses to works of art from personal and critical points of view - Compare and contrast their own artistic solution with the artistic solutions of others	- Participate in a debate regarding the purposes, values, and meaning in works of art - Evaluate and analyze various works of art in terms of style, concept, and elements and principles of design

Standard 6: Students will see the visual arts as a tool, or way, in which we can glorify God.

** As students in grades 5-8 extend their knowledge, they will*

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
- Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school)	- Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school)	- Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school)	- Each child can express their creative abilities to praise God - Their art is also an expression of God's beauty in His creation that has its source in experiences of many kinds (e.g., home, church, community, school)