

Elementary Visual Arts Pre-K to Grade 5

The elementary visual arts curriculum is organized in units with artistic processes and standards related to technical skill and conceptual development gradually increasing in sophistication over time.

Although instruction is organized and delivered within distinct units; artistic concepts, ideas, and skills are re-visited and applied with more depth and within a more complex artistic problem posed as students move through the program. Appropriately organized to be spiral, not linear, in nature.

The Visual Arts Teacher will facilitate instruction that focuses on multiple skills and concepts on a regular basis as students are encouraged to think artistically. Some processes and concepts will be touched on very frequently, others somewhat less frequently. Any particular lesson will contain elements that address a number of different Visual Arts Standards. It is the teacher’s responsibility to provide instruction that engages all artistic processes and standards in a way that fits the developmental readiness and learning needs of young artists in a balanced and logical manner over the course of each school year.

*We do not have a prescriptive curriculum based on previously designed units and set days. We address artistic concepts, technical skill, and the creative process through **teacher created units** based on Artistic concepts, standards, progression and student development.*

Unit/ Artistic Concept/ Art Elements	Standard(s)/Outcome(s)	Essential/Guiding Questions
COLOR	<p>Artistic Process: CREATING</p> <p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make</p>	<p>5th grade EXIT EXPECTATIONS: Students will be proficient in:</p> <ul style="list-style-type: none"> *Interpreting a color wheel and the following color relationships: primary, secondary, intermediate (tertiary). monochromatic, complementary. *Properties of color; hue, value,

	<p>art.</p>	<p>intensity.</p> <ul style="list-style-type: none"> ● How are colors manipulated to create other colors? ● How do you read a color wheel? ● Why are colors grouped in specific ways?
LINE	<p>Artistic Process: CREATING</p> <p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make art.</p>	<p>5th grade EXIT EXPECTATIONS: Students will be proficient in:</p> <p>*Applying a variety of lines to create visual interest in art works.</p> <p>*Qualities of line: short/long, thin/thick, direction, broken, continuous...</p>
SHAPE	<p>Artistic Process: CREATING</p> <p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make art.</p>	<p>5th grade EXIT EXPECTATIONS: Students will be proficient in:</p> <p>*Applying a variety of shapes to create progressively complex visual images, with interest, within personal works.</p> <p>*Qualities of shape: geometric, organic, positive, negative, symmetrical, asymmetrical etc...</p> <ul style="list-style-type: none"> ● Why are shapes grouped the way they are?

		<ul style="list-style-type: none"> ● How will you integrate shapes to make complex images?
TEXTURE	<p>Artistic Process: CREATING</p> <p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make art.</p>	<p>5th grade EXIT EXPECTATIONS: Students will be proficient in:</p> <p>*Understand the difference between actual (tactile) and visual texture.</p> <p>*Use a variety of methods to represent actual and visual textures in their art works.</p> <ul style="list-style-type: none"> ● How would you describe visual texture? ● How is visual texture different from texture you can feel?
VALUE	<p>Artistic Process: CREATING</p> <p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make art.</p>	<p>5th grade EXIT EXPECTATIONS: Students will be proficient in:</p> <p>*Recognizing light and dark values in various works of art.</p> <p>*Creating and applying values in various mediums.</p> <ul style="list-style-type: none"> ● How will you apply values to create specific effects? ● How do you create different values with different materials? ● Why are values important?

<p>SPACE</p>	<p>Artistic Process: CREATING</p> <p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make art.</p>	<p>5th grade EXIT EXPECTATIONS: Student will be proficient in:</p> <ul style="list-style-type: none"> * Creating space two-dimensionally and three-dimensionally in a composition. *Qualities of space: ie. Negative, positive, overlapping, size, placement, color and overall composition. <ul style="list-style-type: none"> ● How do you define depth? ● Why is the ability to apply “depth” and space important?
<p>PATTERN</p>	<p>Artistic Process: CREATING</p> <p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make art.</p>	<p>5th grade EXIT EXPECTATIONS: Students will be proficient in:</p> <ul style="list-style-type: none"> *Recognizing patterns and repetition in our environment. *Combining art elements to create unique patterns that add visual interest to their work. *Qualities of pattern: ie. mathematical (organized) versus random <ul style="list-style-type: none"> ● How would you describe the pattern? ● How do you identify a pattern; what do you look for?
<p>PROPORTION/</p>	<p>Artistic Process: CREATING</p>	<p>5th grade Exit Expectations:</p>

<p>SCALE</p>	<p>Anchor Standard 1: Generate and develop artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work in order to make art.</p>	<p>Students will be proficient in:</p> <p>*Recognizing what correct proportion looks like</p> <p>*Experimenting with how to use proportion and scale to create effective size relationships in their art.</p> <ul style="list-style-type: none"> ● Why is correct proportion important? ● What techniques can be applied to create proportion and scale?
<p>MATERIALS and TECHNIQUES</p>	<p>Students from pre-K to grade five should have experiences manipulating the following materials.</p> <ul style="list-style-type: none"> ✓ Drawing ✓ Painting ✓ Printmaking ✓ Collage ✓ Mixed - Media ✓ Clay / Sculpture 	