

# Pre-k K - 5 Elementary Visual Art (updated Dec 2022)

The Elementary Art curriculum is designed so that each teacher along with their class moves through a sequenced curriculum that builds upon artistic skills, knowledge of art history, and art content vocabulary, throughout the year to experiment with new mediums. The Art department embraces the current New York State Art standards and to that effect the program has been designed to foster student art exploration.

The NYS Art standards are:

- *Creating: Conceiving and developing new artistic ideas and work*
- *Presenting: Interpreting and sharing artistic work*
- *Responding: Understanding and evaluating how the arts convey meaning*
- *Connecting: Relating artistic ideas and work with personal meaning and external context*

Below is the Year-at-a-Glance map for Elementary Art, designed to offer broad art artistic experiences. The enduring understandings derived from each theme use a variety of materials including drawing, painting, collage, printmaking, sculpture, and ceramics. Students will also study art contemporary to classical art history and present their work through critiques, school displays, and our district art show.

## UNIT OVERVIEWS

Students will apply the skills taught in class to complete one of the design tasks listed in each unit.

UNIT 1- 2D Drawing, Graphic Design	UNIT 2- 2D Painting	UNIT 3 - 3D Art, Ceramics, Sculpture	UNIT 4 - Printmaking
<ul style="list-style-type: none"> <li>● Create a drawing that exhibits:</li> <li>- Use of a variety of lines and shapes to communicate expression</li> <li>- Utilize lines such as straight, curvy, zig-zag, spiral and broken</li> <li>- Explore geometric, organic and abstract shapes</li> <li>- Artistic use of crayons, oil pastels and pencils</li> </ul>	<ul style="list-style-type: none"> <li>● Create a painting that exhibits:</li> <li>- Experiment with mixing colors, primary, secondary, tints and shades</li> <li>- Use of watercolor, tempera, and ink</li> <li>- Use of shapes to create objects and figures.</li> <li>● Suggested themes or genres:               <ul style="list-style-type: none"> <li>- Figurative; self portraiture,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Create a sculpture that exhibits:</li> <li>- Ability to build and mold materials such as clay, paper, cardboard, or plaster strips</li> <li>- Attaching and carving techniques</li> <li>- Texturize such as smooth or scratchy</li> <li>- Organize parts to a whole</li> <li>● Suggested themes or genres:</li> </ul>	<ul style="list-style-type: none"> <li>● Create a print that exhibits:</li> <li>- Transfer of an image</li> <li>- Rubbing and stamping items; explore pattern making</li> <li>- Experiment with block printing, etching using ink and brayer method</li> <li>- Explore design ideas such as repetition, rotation, symmetry</li> <li>● Suggested themes or genres:               <ul style="list-style-type: none"> <li>- Natural world</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- Blend and mix colors</li> <li>- Defining space, foreground, middle-ground and background</li> <li>- Experiment with numbers and letters</li> <li>• Suggested themes or genres: <ul style="list-style-type: none"> <li>- figurative; self portraiture, family life,</li> <li>- natural world; landscape, cityscape, seascape</li> <li>- artist studies such as Picasso, Matisse, O’Keeffe, van Gogh, Monet, Leonardo da Vinci, Keith Haring, Andy Warhol, and contemporary artists</li> </ul> </li> </ul>	<p>family life,</p> <ul style="list-style-type: none"> <li>- natural world; landscape, seascape</li> <li>- artist studies such as Picasso, Matisse, O’Keeffe, van Gogh, Monet, Leonardo da Vinci, Keith Haring, Andy Warhol, Jacob Lawrence, Alma Thomas and contemporary artists</li> </ul>	<ul style="list-style-type: none"> <li>- Pinch pots, animals, figures, sculptural ceramics</li> <li>- self-portrait, masks,</li> <li>- Still-life</li> <li>- Apparel design such as shoes</li> <li>- Representational objects such as flowers</li> <li>- non-representational objects</li> </ul>	<ul style="list-style-type: none"> <li>- Abstract design</li> <li>- Artist studies Picasso, Matisse, O’Keeffe, van Gogh, Monet, Leonardo da Vinci, Keith Haring, Andy Warhol, and contemporary artists</li> <li>- Portraiture</li> <li>- Non representational design</li> </ul>
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**Enduring Understandings** Please access the [NYS Art Standards](#) for the specific Enduring Understandings

1.1, 2.1, 2.2,3.1, 6.1, 7.1,9.1,10.1, 11.3	1.1, 2.1, 2.2, 3.1, 6.1, 7.1,9.1,10.1, 11.2	1.1, 2.1, 2.2,3.1, 6.1, 7.1,9.1,10.1, 11.2	1.1, 2.1, 2.2,2.3, 3.1, 7.1,9.1,10.1, 11.2
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**Essential Questions** Please access the [NYS Art Standards](#) for the specific Enduring Understandings

1.1, 2.1, 2.2,3.1, 6.1, 7.1,9.1,10.1, 11.2	1.1, 2.1, 2.2,3.1, 6.1, 7.1,9.1,10.1, 11.2	1.1, 2.1, 2.2,2.3, 3.1, 7.1,9.1,10.1, 11.2	1.1, 2.1, 2.2,3.1, 6.1, 7.1,9.1,10.1, 11.2
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## GRADE LEVEL LEARNING INDICATORS

*Indicate what young artists will know and be able to do at each grade level*

### KINDERGARTEN

CREATING	PRESENTING	RESPONDING	CONNECTING
<p>*<b>Engage</b> in exploration and imaginative play with materials.</p> <p>*<b>Engage</b> collaboratively in creative artmaking in response to an artistic problem.</p> <p>*<b>Through experimentation, build</b> skills in various media and approaches to artmaking.</p> <p>*<b>Identify</b> safe art materials, tools, and equipment.</p> <p>*<b>Note similarities and differences</b> of objects through drawings, diagrams, sculptures, or other visual means.</p> <p>*<b>Explain</b> the process of making art.</p>	<p>*<b>Identify</b> reasons for saving and displaying objects, artifacts, and artwork.</p> <p>*<b>Explain</b> the purpose of a portfolio or collection.</p> <p>*<b>Explain</b> what an art museum is and distinguish how an art museum is different from other buildings.</p>	<p>*<b>Identify</b> uses of art within one’s personal environment.</p> <p>*<b>Describe</b> what an image represents.</p> <p>Interpret art by describing and analyzing subject matter and relevant details. Interpret art by categorizing subject matter and identifying the characteristics of form.</p> <p>*<b>Explain</b> reasons for selecting a preferred artwork.</p>	<p>*<b>Explore</b> the world through the use of descriptive words and artistic work.</p> <p>*<b>Identify</b> the purpose of an artwork.</p> <p>*<b>Identify</b> some objects and/or places that are designed to help people.</p> <p>*<b>Identify</b> some inventions that have helped people.</p>

### 1ST GRADE

CREATING	PRESENTING	RESPONDING	CONNECTING
<p>*<b>Engage</b> collaboratively in exploration and imaginative play with materials.</p> <p>*<b>Use observation and exploration in preparation</b> for making a work of art.</p> <p>*<b>Explore</b> uses of materials and tools to create works of art or design.</p> <p>*<b>Demonstrate</b> safe and proper procedures for using materials, tools, and equipment while making art.</p>	<p>*<b>Categorize</b> artwork, based on a theme or concept, for an exhibit.</p> <p>*<b>Explore</b> questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p>*<b>Identify</b> the roles and responsibilities of people who work in and visit museums and other art venues.</p>	<p>*<b>Select</b> and describe works of art that illustrate daily life experiences of one’s self and others.</p> <p>*<b>Compare</b> images that represent the same subject.</p> <p>*<b>Interpret</b> art by categorizing subject matter and identifying the characteristics of form.</p> <p>*<b>Classify</b> artwork, based on different reasons for preferences.</p>	<p>*<b>Create</b> works of art about events in home, school, or community life.</p> <p>*<b>Understand</b> that people from different places and times have made art for a variety of reasons.</p> <p>*<b>Sort and categorize</b> objects according to different design features and functions.</p> <p>*<b>Brainstorm</b> ideas that would improve their personal lives.</p>

<p>*<b>Create</b> art that represents natural and constructed environments.</p> <p>*<b>Use</b> art vocabulary to describe choices.</p>			
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**2ND GRADE**

<b>CREATING</b>	<b>PRESENTING</b>	<b>RESPONDING</b>	<b>CONNECTING</b>
<p>*<b>Brainstorm</b> collaboratively multiple approaches to an art or design problem.</p> <p>*<b>Create art or design</b> with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>*<b>Experiment</b> with various materials and tools to explore personal interests in a work of art or design.</p> <p>*<b>Demonstrate</b> safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>*<b>Repurpose</b> objects or materials to make something new.</p> <p>*<b>Discuss and reflect</b> with peers about choices made in creating artwork.</p>	<p>*<b>Explain</b> why some objects, artifacts, and artwork are valued over others.</p> <p>*<b>Distinguish</b> between different materials or artistic techniques for preparing artwork for presentation.</p> <p>*<b>Analyze</b> how art is exhibited inside and outside of schools and how it contributes to communities.</p>	<p>*<b>Recognize and describe</b> visual characteristics of one's natural and constructed environments.</p> <p>*<b>Categorize</b> images, based on expressive properties.</p> <p>*<b>Interpret</b> art by identifying the mood suggested by a work of art, and use art vocabulary to describe relevant subject matter and characteristics of form.</p> <p>*<b>Use</b> learned art vocabulary to express preferences about artwork.</p>	<p>*<b>Identify</b> times, places, and reasons that students make art outside of school.</p> <p>*<b>Compare and contrast</b> cultural uses of artwork from different times and places.</p> <p>*<b>Compare and contrast</b> differently designed objects with the same function.</p> <p>*<b>Discuss</b> connections between the arts and other disciplines.</p>

**3RD GRADE**

<b>CREATING</b>	<b>PRESENTING</b>	<b>RESPONDING</b>	<b>CONNECTING</b>
<p>*<b>Elaborate</b> on a selected imaginative idea.</p> <p>*<b>Apply</b> knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process.</p>	<p>*<b>Investigate and discuss</b> possibilities and limitations of spaces, including electronic, for exhibiting artwork.</p> <p>*<b>Identify exhibit space and prepare works of art</b>, including artists' statements, for presentation.</p>	<p>*<b>Speculate</b> about processes an artist used to create a work of art.</p> <p>*<b>Identify</b> messages communicated by images.</p>	<p>*<b>Create</b> works of art that reflect community cultural traditions.</p> <p>*Through observation, <b>infer information</b> about time, place and culture in which a work of art was created.</p>

<p>*<b>Create</b> artwork using a variety of artistic processes and materials.</p> <p>*<b>Demonstrate</b> an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>*Individually or collaboratively <b>construct</b> representations, diagrams, or maps of places that are part of everyday life.</p> <p>*<b>Elaborate</b> by adding details in an artwork to enhance emerging meaning.</p>	<p>*<b>Identify and explain</b> how and where different cultures record and illustrate stories and history of life through art.</p>	<p>*<b>Interpret</b> art by using art vocabulary to describe and analyze expressive use of media.</p> <p>*<b>Evaluate</b> an artwork, based on given criteria.</p>	<p>*<b>Explain</b> whether designed characteristics of a particular object or place are aesthetic, functional, or both.</p> <p>*<b>Develop</b> a new solution for a design problem that will contribute to the advancement of society.</p>
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**4TH GRADE**

<b>CREATING</b>	<b>PRESENTING</b>	<b>RESPONDING</b>	<b>CONNECTING</b>
<p>*<b>Brainstorm</b> multiple approaches to a creative art or design problem.</p> <p>*Combine ideas to <b>generate an innovative idea</b> for artmaking.</p> <p>*<b>Work individually and collaboratively to set goals</b> and create artwork that is meaningful and has purpose to the makers.</p> <p>*<b>Explore and invent</b> artmaking techniques and approaches.</p> <p>*<b>Utilize and care for</b> materials, tools, and equipment in a safe manner.</p> <p>*<b>Identify, describe, and visually document</b> places or objects of personal significance.</p>	<p>*<b>Analyze</b> how technologies have affected the preservation and presentation of artwork.</p> <p>*<b>Analyze</b> various environments for presentation and protection of art both in physical or digital formats.</p> <p>*<b>Compare and contrast</b> purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</p>	<p>*<b>Compare</b> responses to a work of art before and after working in similar media.</p> <p>*<b>Analyze</b> components of visual imagery that convey messages.</p> <p>*<b>Interpret</b> art by referring to contextual information and by using art vocabulary to analyze relevant subject matter, characteristics of form, and use of media.</p> <p>*<b>Apply</b> one set of criteria to evaluate more than one work of art.</p>	<p>*<b>Develop</b> a work of art, based on observations of surroundings.</p> <p>*<b>Recognize</b> that responses to art vary depending on knowledge of the time, place, and culture in which it was made.</p> <p>*<b>Identify</b> some careers that require art or design skills.</p> <p>*<b>Identify</b> artistic strategies that lead to innovation.</p>

<p>*<b>Revise</b> artwork in progress on the basis of insights gained through peer discussion.</p>			
<b>5TH GRADE</b>			
<b>CREATING</b>	<b>PRESENTING</b>	<b>RESPONDING</b>	<b>CONNECTING</b>
<p>*<b>Combine</b> ideas to generate an innovative idea for artmaking.</p> <p>*<b>Identify</b> and demonstrate diverse strategies for artistic investigation to choose an approach for beginning a work of art.</p> <p>*<b>Experiment</b> and develop skills in multiple artmaking techniques and approaches through practice.</p> <p>*<b>Demonstrate</b> quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>*<b>Consider</b> responsible and respectful practices when using other artists' work for inspiration, and when sharing artistic work via technology.</p> <p>*<b>Document, describe and represent</b> constructed environments of regional or historical significance</p> <p>*<b>Create</b> artist statements by using art vocabulary to describe personal choices in artmaking.</p>	<p>*<b>Define</b> the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</p> <p>*<b>Develop</b> a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p>*<b>Cite</b> evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p>	<p>*<b>Compare</b> one's own interpretation of a work of art with the interpretation of others.</p> <p>*<b>Identify and analyze</b> cultural associations suggested by visual imagery.</p> <p>*<b>Interpret</b> ideas and mood conveyed in art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements and use of media.</p> <p>*<b>Develop and apply</b> relevant criteria to evaluate a work of art.</p>	<p>*<b>Generate</b> a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</p> <p>*<b>Identify</b> how art is used to inform or change beliefs, values, or behaviors of an individual, society, or culture.</p> <p>*<b>Describe</b> some roles that artists and designers play within a community or culture.</p> <p>*Use some artistic strategies to <b>identify a problem</b> within the community and create various solutions.</p>