

Grades PK—8

Visual Arts

Visual Arts Curriculum Framework

Course description:

The visual arts classes in prekindergarten through eighth grade are designed to provide students the foundational technical and expressive skills in the elements of art and principles of design to develop their creativity and a distinctive individual voice in the visual arts. Using these skills, students will create their own artwork in a variety of mediums, present theirs and the artwork of others for public viewing, respond to artwork in meaningful, academic discourse, and connect with the artwork of others across historical and cultural contexts.

Grade Level: Pre-Kindergarten

Visual Arts Curriculum Framework

Artistic Process: Creating

National Core Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understandings

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?



- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with:
- How do objects, places, and design shape lives in communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Drawing

| Student Objectives | | Suggested Activities/ Themes | | Benchmark Skill |
|--|---------------|--|-----------------|--|
| Create drawings that: <ol style="list-style-type: none"> 1. Experiment with drawing materials such as pencil, crayon, marker, eraser, etc. 2. Introduce line types: Straight, curved, zigzag, and wavy. 3. Introduce basic shapes: square, rectangle, triangle, circle. 4. Create a drawing using lines and shapes. 5. Introduce primary colors | | <ul style="list-style-type: none"> • Create a drawing using only circles, squares, rectangles, or triangles and color with primary colors. • Create a drawing using different line types. • Draw a self-portrait. • Create a drawing based on a children's book. <p>Suggested artists: Eric Carle Suggested author: Leo Leonni Suggested book: <i>What is Round, What is Square, What is Triangle</i></p> | | <ol style="list-style-type: none"> 1. Student can identify a variety of drawing materials. 2. Create a variety of line types. 3. Identify and create basic shapes. 4. Create a drawing using lines and shapes successfully. 5. Create a drawing using Primary colors. |
| Vocabulary | <i>Eraser</i> | <i>Pattern</i> | <i>Safety</i> | <i>Triangle</i> |
| <i>Circle</i> | <i>Line</i> | <i>Pencil</i> | <i>Shape</i> | <i>Wavy</i> |
| <i>Crayon</i> | <i>Marker</i> | <i>Primary colors</i> | <i>Square</i> | <i>Zigzag</i> |
| <i>Curved</i> | <i>Oval</i> | <i>Rectangle</i> | <i>Straight</i> | |



Painting

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|--|--|--|
| Create a painting that demonstrates: <ol style="list-style-type: none"> 1. Use of primary colors. 2. Use of brush. 3. Wet-on-dry technique. | <ul style="list-style-type: none"> • Students experiment with paint mixing primary colors to see what happens when they mix • Suggested book/activity: "Mouse Paint", or "Little Red Little Blue." • Use white paint to create clouds like in "It looks like spilt milk." • "Monsters love Colors" | <ol style="list-style-type: none"> 1. Create a painting with primary colors. 2. Use brushes correctly. 3. Create a painting using wet-on-dry technique. |
| Vocabulary Brush stroke | Paint | Primary colors Wet-on-dry |

Printmaking

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|---|---|--|
| Create a print demonstrating: <ol style="list-style-type: none"> 1. Rubbing technique. | <ul style="list-style-type: none"> • Rubbing of texture (found texture and texture cards). • Leaf rubbings. • Rubber stamp prints. | <ol style="list-style-type: none"> 1. Create a rubbing to show texture. |
| Vocabulary Print | Rub | Texture |

Ceramics

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|--|--|---|
| Create a ceramics piece that demonstrates: <ol style="list-style-type: none"> 1. Rolling a ball. 2. Making an imprint. | <ul style="list-style-type: none"> • Rolling a pumpkin. • Rolling and build a snowman. • Stamping or imprinting in clay: step on with shoe, use a rubber stamp, pasta or kitchen tools to make impressions. | <ol style="list-style-type: none"> 1. Create a 3D piece that uses a ball of clay, play-do, or model magic. |
| Vocabulary Clay | Imprint/Stamp | 3D |



Sculpture

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|---|--|---|
| 1. Create a 3 Dimensional sculpture that demonstrates: 2. Use of different mediums such as paper, wood, and found objects. | <ul style="list-style-type: none"> • Create a wood sculpture using scraps of wood. • Create a paper sculpture. • Create a sculpture using cornstarch peanuts. | 1. Create a 3-dimensional sculpture that demonstrates the use of different mediums. |
| Vocabulary | <i>3D</i> | <i>Found object</i> <i>Sculpture</i> |

Mixed Media

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|--|---|---|
| Create a mixed media piece that demonstrates: 1. The use of collage method using paper. | Using pre-cut shapes or torn paper to create: <ul style="list-style-type: none"> • Robots • Monsters • Animal faces • Human faces • Houses • People | 1. Create a collage that uses pre-cut shapes or torn paper. |
| Vocabulary <i>Collage</i> | <i>Cut</i> <i>Glue</i> | <i>Paper</i> <i>Safety</i> <i>Scissor</i> |

Technology/ Media

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|------------------------------|--|--|
| 1. Be exposed to art videos. | <ul style="list-style-type: none"> • Watch an art video or YouTube video about art. • "Blue's Clues Shapes and Colors." • Eric Carle "The Very Hungry Caterpillar" or any others by him. • Brain Pop Jr. | 1. Use technology to watch art videos. |
| Vocabulary | <i>Digital</i> | <i>Technology</i> |



Artistic Process: Presenting

National Core Arts Standards:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understandings

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservations or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Process

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|---|---------------------------------------|--|
| 1. Identify reasons for creating artwork and displaying them. | • Discussion: "Why do we create art?" | 1. Verbally describe in his or her own words reasons for creating art. |
| Vocabulary | <i>Artwork</i> | <i>Create</i> <i>Display</i> |



Venues

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill | | |
|--|--|--|---------------|---------------|
| 1. Identify places that display artwork. | <ul style="list-style-type: none"> Discuss places where art can be found. "Where do we see art?" Museum/Gallery walk of artwork in room or school. | 1. Verbally describe in his or her own words where artwork can be found. | | |
| <u>Vocabulary</u> Art Gallery | <i>Home</i> | <i>Library</i> | <i>Museum</i> | <i>School</i> |

Methods

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill | | |
|--|---|---|---------------|---------------|
| 1. Identify where in school and out of school artwork can be seen. | <ul style="list-style-type: none"> In school art work displayed. Community venue that displays student artwork. | 1. Verbally express where artwork can be seen in and out of school. | | |
| <u>Vocabulary</u> Art Gallery | <i>Home</i> | <i>Library</i> | <i>Museum</i> | <i>School</i> |



Artistic Process: Responding

National Core Arts Standards:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

Essential Questions

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Art Criticism

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|--|---|---|
| 1. Share and talk about their drawings using correct vocabulary. | • Student presentation or discussion about artwork as a whole group or in a small group using correct art vocabulary. | 1. Student verbally presents their artwork to the class using correct vocabulary. |
| <u>Vocabulary</u> | <i>Presentation</i> | <i>Respectful</i> |



Aesthetics

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|--|---|---|
| 1. Interpret art by identifying and describing subject matter. | <ul style="list-style-type: none"> Show different examples of artists work and have students describe it. V.T.S. (Visual Thinking Strategies) | 1. Student identifies subject matter in a chosen work of art. |
| Vocabulary | <i>Subject Matter</i> | |

Visual Literacy

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|--|---|---|
| 1. View artwork and distinguish between images and real objects. | <ul style="list-style-type: none"> Show variations of images; realistic and abstract, then explain the differences. <p>Suggested Artists: Miro, Picasso, Mary Cassatt, Kandinsky, Monet</p> | 1. Student will distinguish between imagery and real objects. |
| Vocabulary | <i>Abstract</i> | <i>Realistic</i> |

Artistic Process: Connecting

National Core Arts Standards:

Anchor Standard 10: Synthesize and relate all knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understandings

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions

- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?



Personal Connections/ Relating

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|---|--|--|
| 1. Students will express how art is a part of their lives and how it has affected them. | <ul style="list-style-type: none"> Create a work of art describing a personal experience. | 2. Student will create a personal work of art and share it with a peer or teacher. |
| Vocabulary | <i>Artwork</i> | <i>Personal</i> <i>Share</i> |

Observing and Interpreting

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|--|---|---|
| 1. Students will view different types of art and discuss them. | <ul style="list-style-type: none"> Discussions of various artworks: whole group, small group, or peer/teacher share. Use higher order questioning to encourage students to interpret the artworks. School or community walks to view different artworks. V.T.S. | 1. Student will verbally discuss artworks with a peer or teacher. |
| Vocabulary | <i>Discussion</i> | <i>Interpret (think)</i> <i>Observe (see)</i> |

Societal, Cultural and Historical Significance

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|---|---|---|
| 1. Students will examine artwork from other cultures. | <ul style="list-style-type: none"> PowerPoint Presentation of a chosen culture and their artwork. Create an artwork inspired by a particular culture. | 1. Student will create an artwork based on a chosen culture, society or historical time period. |
| Vocabulary | <i>Culture</i> | <i>History</i> |



Functions of Art

| Student Objectives | Suggested Activities/ Themes | Benchmark Skill |
|------------------------------------|---|---|
| 1. Understand why people make art. | <ul style="list-style-type: none"> Why do people make artwork, to convey mood and feeling? | 1. Identify purpose in art making (verbal). |
| <u>Vocabulary</u> | <i>Feeling/Mood</i> | <i>Purpose</i> |

