

Copper River School District

Providing a quality education in a rural environment
Equipping students for current and future success through performance excellence



Fine Arts Curriculum

Phase One: K-8 Visual Arts
2010-2011

Acknowledgements and Appreciation

The CRSD is extraordinarily grateful for the hard work of several school districts and individuals in Alaska that made this curriculum possible. The CRSD's document draws heavily from curriculum written by Fairbanks North Star Borough School District, Juneau School District, and Kenai Peninsula Borough School District. In addition, we are grateful to the expertise and guidance of AK DEED arts content specialists Barbara Short and Ryan Conarro. Finally, this curriculum document and a renewed recognition of the critical nature of arts education in Copper River School District schools would not have been possible without the vision and encouragement of Annie Calkins, outside evaluator for the New Visions Grant.

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Table of Contents

Acknowledgements & Appreciation.....	2
Curriculum Development and Philosophy.....	4
Our Instructional Approach to the Arts.....	5

Grade-Level Arts Curriculum

Kindergarten.....	6
Grade 1.....	10
Grade 2.....	14
Grade 3.....	18
Grade 4.....	22
Grade 5.....	26
Grade 6.....	30
Grades 7.....	34
Grade 8.....	38
Grades 9-12 (Arts Integration in the Core Content Areas).....	<i>Phases Two & Three</i>
Visual Arts.....	<i>Phase Two</i>
Music.....	<i>Phase Two</i>
Performing Arts.....	<i>Phase Three</i>
Digital Arts.....	<i>Phase Three</i>

Introduction to Athabascan Art.....(WORK WITH AHTNA HERITAGE CENTER TO DEVELOP).....	<i>Phase Two</i>
Artist Biographies.....	<i>Phase Two</i>
Glossary.....	<i>Phase Two</i>
Alaska Art Content Standards.....	Back Cover

Background, Philosophy, & Alignment

Arts Curriculum Development and Evaluation

In the fall of 2009, the Copper River School District was selected as one of three districts in the state of Alaska to participate in the New Visions Grant Program, funded by the Alaska Department of Education and Early Development (DEED) and the Alaska State Council for the Arts (ASCA). Prior to this time, the CRSD had no formally-adopted, articulated arts curriculum for grades K-12.

During Year Two of the New Visions Grant — and the first year of implementation of the district's strategic plan (2010-2011 SY) — district personnel participated in an arts curriculum development workshop sponsored by the AK DEED and ASCA. During this workshop, "Phase One" focusing on K-8 visual arts curriculum was developed, with careful attention to aligning visual arts with core content curriculum in language arts, mathematics, science, and social studies. Phase Two efforts in 2011-2012 will include development of high school course descriptions for visual arts classes, and arts-integration suggestions and strategies for secondary core content classes.

Philosophy: The Arts in the Curriculum

Art is a **universal language** bridging time, culture, and national barriers. It continually reflects and preserves society. Arts Education is a discipline in which students actively participate intellectually, emotionally, socially, and aesthetically.

The growth and development of each individual is enriched through arts education since it celebrates uniqueness, self-expression, and diversity. In addition, the study of art history helps us to understand the role of the arts in the development of our cultures, communities, countries, and world. Art appreciation and production activities encourage critical thinking and creative problem-solving skills. It provides a means for appreciating and respecting ourselves and others.

The CRSD believes that the study of fine arts is **essential to a basic K-12 education** and recognizes that **the arts are an essential part of the core curriculum**, along with having an important presence in all curricular areas. **The arts support essential content learning at all grade levels** and are **aligned with language arts, science, and social studies curriculum**, allowing the arts to become natural and inherent in core curricular instruction and understandings. Through attaining a basic knowledge of the arts students are not only better prepared to understand and appreciate works of art, but also to communicate their ideas, feelings, and judgments to others. A strong understanding of the arts grows out of at least three modes of knowledge: historical (encountering and exploring), creative (producing and performing), and analytical (reflecting and responding). Early study of the arts should embrace all three modes with special emphasis on creativity and active participation. In keeping with the district mission and vision of providing a *quality education* that equips students for current and future success, the CRSD has established the following overarching goals for arts education in our district:

- Strengthen arts education and integration in our schools through collaboration and professional training.
- Provide curriculum resources that meet state arts standards and address the diverse interests and needs of our students.
- Partner with arts organizations to provide arts experiences for students and professional development opportunities for teachers in schools across the CRSD.

Relationship to Our Strategic Plan

CRSD Mission: To provide a QUALITY EDUCATION in a rural environment

ARTS Mission: Support, develop, and expand quality art instruction for all students, at all levels, at all district sites. To maximize student success, the district will provide and support classroom teachers in ongoing arts-specific and arts-enriched professional development opportunities.

Essential Question #1: What do our students need to know?

The CRSD's Fine Arts curriculum articulates the answer to Essential Question #1. All arts content knowledge is aligned with content knowledge expectations in language arts, mathematics, science, and social studies, allowing teachers across content areas to naturally include important artists, artworks, and arts experiences in their core-content teaching. By producing and performing artistic works themselves, students in the CRSD will use the arts as a vehicle for experiencing and learning content that will enhance their overall education.

Instructional Approach

The CRSD fine arts curriculum provides an effective arts education by supporting three modes of knowledge across the grade levels:

ENCOUNTER and EXPLORE: Looking at and discussing examples of artwork by accomplished artists helps students learn about art and ideas, and helps them listen to other perspectives. Through these encounters and explorations, students are instructed and inspired to then create their own art. In grades K-8 and secondary-level content courses, students encounter and explore the authentic art of accomplished artists from nearby and around the world, past and present. These selections take into consideration students' age and interests, social studies and science themes, and a historical, multicultural, and gender-balanced overview.

Ongoing learner goals for ENCOUNTERING and EXPLORING art:

- Recognize local, national, and world cultures and their arts.
- Recognize universal themes in art such as love, war, family, etc.
- Explore similarities and differences in the arts of world culture.
- Respect differences in personal and cultural perspectives.
- Make statements about the significance of arts and beauty in students' lives.

Alaska State Content Standards addressed: **Arts B, C, & D**

PRODUCE and PERFORM: When students become engaged in the creative process, they explore media, tools, and techniques and learn to cultivate individual creativity and problem-solving skills. Drawing, Painting and Printmaking, and Sculpture and Mixed Media are three primary process groups which are implemented throughout the K-8 curriculum, providing a continuum which builds artistic skills and experience from one grade to the next. In grades K-8, students create, produce, and perform art using a variety of media and forms to demonstrate learning and as means of creative expression. Suggested activities and experiences have been aligned with district curriculum to enhance and support core-content instruction.

Ongoing learner goals for PRODUCING and PERFORMING art:

- Demonstrate use of the elements and principles in creating artwork.
- Refine artistic skills and self-discipline through practice and revision.
- Use new and traditional materials, tools, techniques and processes appropriately.
- Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.
- Collaborate with others to create works of art.

Alaska State Content Standards addressed: **Arts A**

REFLECT and RESPOND: Students benefit from taking time to respond to and reflect upon what they have learned – either from the process of carefully analyzing and evaluating a piece of artwork or from the experience of planning and producing art. Taking time to respond and/or reflect after an art experience is an important way for students to integrate what they are doing with what they are learning. Suggested activities and experiences are aligned with the development and scaffolding of speaking and listening skills, creative and non-fiction writing, and media/digital design.

Ongoing learner goals for REFLECTING ON and RESPONDING TO art:

- Learn and apply criteria (elements, principles, etc.) used to evaluate art.
- Examine historical and contemporary art as well as students' own art.
- Accept and offer constructive criticism.
- Exhibit appropriate audience skills.

Alaska State Content Standards addressed: **Arts B & D**

ENCOUNTER & EXPLORE: Kindergarten

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

Elements of Art		Content Connections
1. General	<ul style="list-style-type: none"> Generally recognized elements of art include line, shape, form, space, light, texture, and color. In kindergarten, introduce students to line and color. Engage students in recognizing and using different kinds of lines and colors, and point out lines and colors in nature. Observe shapes in art and nature 	
1A. Color	<ul style="list-style-type: none"> Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple) Observe the use of color in: <ul style="list-style-type: none"> Pieter Bruegel, <i>The Hunters in the Snow</i> Helen Frankenthaler, <i>Blue Atmosphere</i> Paul Gauguin, <i>Tahitian Landscape</i> Pablo Picasso, <i>Le Gourmet</i> 	
1B. Line	<ul style="list-style-type: none"> Identify and use different lines: straight, zigzag, curved, wavy, thick, thin Observe different kinds of lines in: <ul style="list-style-type: none"> Katsushika Hokusai, <i>Tuning the Samisen</i> Henri Matisse, <i>The Purple Robe</i> Joan Miró, <i>People and Dog in the Sun</i> 	
Sculpture		Content Connections
2. Sculpture	<ul style="list-style-type: none"> Recognize and discuss the following sculptures: <ul style="list-style-type: none"> Northwest American Indian <i>totem pole</i> Mobiles: Alexander Calder’s <i>Lobster Trap and Fish Tail</i> 	
Looking At & Talking About Works of Art		Content Connections
3. General	<ul style="list-style-type: none"> After students have been introduced to elements of art and range of artworks and artists, engage them in looking at pictures and talking about them. Ask students about first impressions: What do they notice first? What does the picture make them think of or feel? Discuss lines, colors, and details not obvious at first, why they think artist chose to depict things in a certain way, etc. 	
3. Encounter & Explore	<ul style="list-style-type: none"> Observe and talk about: <ul style="list-style-type: none"> Pieter Bruegel, <i>Children’s Games</i> Mary Cassatt, <i>The Bath</i> Winslow Homer, <i>Snap the Whip</i> Diego Rivera, <i>Mother’s Helper</i> Henry O. Tanner, <i>The Banjo Lesson</i> 	

PRODUCE & PERFORM: Kindergarten

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Practice drawing using a wide variety of tools. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers Crayons Colored pencils 	
<ul style="list-style-type: none"> Create and describe many different lines and shapes. 		
<ul style="list-style-type: none"> Draw from stories, imagination, nature, memory, and observation. 		
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Be introduced to a variety of paints. 	<ul style="list-style-type: none"> Finger paint Tempera paint Variety of papers Variety of paint brushes 	
<ul style="list-style-type: none"> Paint with large and small paintbrushes. 		
<ul style="list-style-type: none"> Paint on a variety of surfaces – both on an easel and tabletop. 		
<ul style="list-style-type: none"> Explore mixing colors. 		
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Create images by printing found objects (vegetables, etc.) 	<ul style="list-style-type: none"> Found objects Sponges Stamps Paint Stamp pad Crayons 	
<ul style="list-style-type: none"> Make a monoprint by making a print from a wet painting. 		
<ul style="list-style-type: none"> Make rubbings of different textures. 		
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Manipulate clay or modeling dough using rolling and pinching techniques; adding textured patterns. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Variety of paper Wood Fabric and yarn Found objects 	
<ul style="list-style-type: none"> Learn to bend, fold, swirl, and glue paper into 3-D forms. 		
<ul style="list-style-type: none"> Use found objects to create a sculpture. 		
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Make a cut or torn paper collage. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Make a collage that has different textures. 		
<ul style="list-style-type: none"> Make a picture about themselves using different materials. 		

REFLECT & RESPOND: Kindergarten

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Kindergarten students:	Content Connections
Nurture students' ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will: <ul style="list-style-type: none"> Begin using art vocabulary to talk about art. Reflect on the use of elements and principles in artwork (e.g., "I used a circle shape for my moon." Refer to Kindergarten Elements and Principles, below) 	
Provide students with an opportunity to interpret and judge artwork. Students will: <ul style="list-style-type: none"> Consider and discuss how the art makes them feel. Learn to express preferences in a respectful and knowledgeable way. 	

Kindergarten students will DESCRIBE art using these design elements:	
Line	Observe a variety of lines and name them.
Shape / Form	Recognize a circle, square, triangle, rectangle, or oval.
Color	Recognize primary colors.
Value	Discern between light and dark in the same colors.
Texture	Find actual or visual texture in art and invent descriptive words.
Space/Perspective	Look at art reproductions and discuss what looks closer; be aware of near & far.

Kindergarten students will ANALYZE art using these design principles:	
Pattern	Begin to recognize patterns.
Rhythm/Movement	Look for repetition and the suggestion of motion/movement in art.
Proportion/Scale	Compare size of objects in an artwork as an introduction to scale.
Unity	Discuss whether an artwork seems complete.
Emphasis	Discuss where the center of interest is in a work of art.

ART VOCABULARY for Kindergarten Students:				
Elements of Art	Principles of Art	Art Techniques	Art Materials	Art-Related Careers
<ul style="list-style-type: none"> Line Primary Colors Color Wheel Texture Circle, oval, rectangle, square, triangle 	<ul style="list-style-type: none"> Pattern Repetition 	<ul style="list-style-type: none"> Sculpture Printing Monoprint Collage Rubbing 	<ul style="list-style-type: none"> Clay 	<ul style="list-style-type: none"> Painter Printmaker Sculptor

CONNECTIONS & NOTES: Kindergarten

Art Kit Connections for Kindergarten		Art Product
Athabaskan Mittens	Description: Students will examine the traditional lifestyle of Athabaskan people. They will look at clothing and the types and materials used for decoration. After looking closely at beading, students will design their own beaded mitten.	A paper model of a beaded mitten, decorated with a student's own design in colored markers.
See Project ARTiculate website for additional lesson plans appropriate for Kindergarten.		

NOTES
Empty space for notes

ENCOUNTER & EXPLORE: First Grade

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

ART FROM LONG AGO		Content Connections
1. General	<ul style="list-style-type: none"> Help students see how art has been an important human activity since early times. Look at and discuss: <ul style="list-style-type: none"> Art of Ancient Egypt: Great Sphinx; Mummy Cases: Tutankhamen's coffin; Bust of Queen Nefertiti 	
ELEMENTS OF ART		Content Connections
Generally recognized elements of art include line, shape, form, space, light, texture, and color. In First Grade, focus on the following:		
1A. Color	<ul style="list-style-type: none"> Review from Kindergarten the idea of "warm" and "cool" colors. Know that red, yellow, & blue are commonly referred to as the "primary colors" and that: <ul style="list-style-type: none"> Blue + yellow = green / Blue + red = purple / Red + yellow = orange Observe the use of color in: <ul style="list-style-type: none"> Claude Monet, <i>Tulips in Holland</i> James A. McNeill Whistler, <i>Arrangement in Black and Gray</i> (a.k.a. <i>Whistler's Mother</i>) Diego Rivera, <i>Piñata</i> (see World History connection) 	
1B. Line	<ul style="list-style-type: none"> Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin Observe different kinds of lines in: <ul style="list-style-type: none"> Jacob Lawrence, <i>Parade</i> Henri Matisse, <i>The Swan</i> Georgia O'Keeffe, one of her <i>Shell</i> paintings 	
1C. Shape	<ul style="list-style-type: none"> Recognize basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks, including: <ul style="list-style-type: none"> Jacob Lawrence, <i>Parade</i> Grant Wood, <i>Stone City, Iowa</i> 	
1D. Texture	<ul style="list-style-type: none"> Describe qualities of texture (e.g., rough, smooth, bumpy, scratchy, slippery, etc.) in <ul style="list-style-type: none"> American Indian masks Athabascan beadwork Albrecht Durer, <i>Young Hare</i> Edgar Degas, <i>Little Fourteen-Year-Old Dancer</i> (also known as <i>Dressed Ballet Dancer</i>) 	
SCULPTURE		Content Connections
2. Sculpture	<ul style="list-style-type: none"> Recognize and discuss the following sculptures: <ul style="list-style-type: none"> Northwest American Indian totem pole Mobiles: Alexander Calder's <i>Lobster Trap and Fish Tail</i> 	
KINDS OF PICTURES: PORTRAIT & STILL LIFE		Content Connections
3. General	<ul style="list-style-type: none"> Introduce students to terms used to describe different kinds of paintings, discuss examples, and provide opportunities for children to create their own works in different genres. When looking at specific works, as students about first impressions: What do you notice first? What does the picture make you think or feel? Go on to discuss lines, shapes, colors, and textures; details not obvious at first; why students think the artist chose to depict things in a certain way; etc. 	

PRODUCE & PERFORM: First Grade

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Practice drawing using a wide variety of tools. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers Crayons Colored pencils Oil pastels Variety of papers (colors, textures, shapes) 	
<ul style="list-style-type: none"> Create and describe many different lines. 		
<ul style="list-style-type: none"> Draw from stories, imagination, nature, and memory. 		
<ul style="list-style-type: none"> Draw on a variety of surfaces – all kinds, shapes, sizes 		
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Use a variety of paints. 	<ul style="list-style-type: none"> Finger paint Tempera paint Watercolor crayons Variety of papers and other surfaces Variety of paint brushes 	
<ul style="list-style-type: none"> Paint with large and small paintbrushes. 		
<ul style="list-style-type: none"> Paint on a variety of surfaces (fabric, cardboard, etc.). 		
<ul style="list-style-type: none"> Discover secondary colors by mixing primary colors. 		
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Create images by printing found objects (vegetables, etc.) 	<ul style="list-style-type: none"> Found objects Sponges Stamps Paint Stamp pad Crayons 	
<ul style="list-style-type: none"> Make a monoprint by making a print from a wet painting. 		
<ul style="list-style-type: none"> Make rubbings of different textures. 		
<ul style="list-style-type: none"> Make printed papers using sponges and paints, finger paints, etc., to be used for cut/torn paper collages at another time. 		
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Manipulate clay or modeling dough using rolling and pinching techniques; adding textured patterns. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Variety of paper Wood Wire pipe cleaners Fabric and yarn Found objects 	
<ul style="list-style-type: none"> Model simple forms in clay. 		
<ul style="list-style-type: none"> Learn to bend, fold, swirl, and glue paper into 3-D forms. 		
<ul style="list-style-type: none"> Use found objects to create a sculpture. 		
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Make a cut or torn paper collage. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Make a collage that has different textures. 		
<ul style="list-style-type: none"> Make a picture about self or family using different materials. 		

REFLECT & RESPOND: First Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with First Grade students:	Content Connections
Nurture students' ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will: <ul style="list-style-type: none"> • Begin using art vocabulary to talk about art. • Reflect on the use of elements and principles in artwork (e.g., "The pattern in my picture is like the pattern in my sweater." Refer to First Grade Elements and Principles, below) 	
Provide students with an opportunity to interpret and judge artwork. Students will: <ul style="list-style-type: none"> • Discuss what the subject of the art is. • Consider and discuss how the art makes them feel (e.g., what is the "mood" of the piece?). • Express preferences in a respectful and knowledgeable way. 	

First Grade students will DESCRIBE art using these design elements:	
Line	Identify lines in artwork of self and others.
Shape/Form	Find basic geometric shapes in art and name them.
Color	Recognize primary and secondary colors on a color wheel.
Value	Discern between light and dark in the same colors.
Texture	Find texture in art pieces.
Space/Perspective	Find overlapping objects and discuss what looks closer and why.

First Grade students will ANALYZE art using these design principles:	
Pattern	Recognize patterns in the environment and in artworks.
Rhythm/Movement	Look for repetition and the suggestion of motion/movement in art.
Proportion/Scale	Compare size of forms and objects in an artwork as an introduction to scale.
Unity	Discuss whether a work of art seems complete/finished.
Emphasis	Discuss where the center of interest is in a work of art.

ART VOCABULARY for First Grade Students:				
Elements of Art	Principles of Art	Art Techniques	Art Materials	Art-Related Careers
<ul style="list-style-type: none"> • Primary colors: red, blue, yellow • Secondary colors: orange, green, purple • Color Wheel • Texture 	<ul style="list-style-type: none"> • Pattern • Repetition 	<ul style="list-style-type: none"> • Sculpture • Printing • Monoprint • Collage • Quilting 	<ul style="list-style-type: none"> • Stencil 	<ul style="list-style-type: none"> • Carver • Illustrator • Sculptor

CONNECTIONS & NOTES: First Grade

Art Kit Connections for First Grade		Art Product
Alaska Bear Dreams	Description: Students learn about the habits and habitats of Alaska's bears. After reading and sharing a children's book on bears, students explore the topic of hibernation. They create a drawing of a hibernating bear, complete with cut paper shapes representing the bear's dreams.	Drawing of a hibernating bear with cut paper shapes.
Eric Carle Mural	After sharing the book <i>Where Are You Going? To See My Friend</i> , students discuss real and abstract artwork. They will learn how to use texture rubbings to create torn paper animals and people. Students then assemble a collaborative work of art displaying characters from the book.	Collaborative work of art featuring animals and people made out of torn, textured paper.
See Project ARTiculate website for additional lesson plans appropriate for First Grade.		

NOTES

ENCOUNTER & EXPLORE: Second Grade

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

ELEMENTS OF ART		Content Connections
Generally recognized elements of art include line, shape, form, space, light, texture, and color.		
1A. Color	<ul style="list-style-type: none"> Continue to discuss qualities of line, shape, color, and texture that students learned about in kindergarten and first grade. Recognize lines as horizontal, vertical, or diagonal. Observe the use of line in: <ul style="list-style-type: none"> Pablo Picasso, <i>Mother and Child</i> Katsushika Hokusai, <i>Great Wave at Kanagawa Nami-Ura</i> from <i>Thirty-six Views of Mt. Fuji</i> 	
SCULPTURE		Content Connections
2. Sculpture	<ul style="list-style-type: none"> Observe shape, mass, and line in sculptures, including: <ul style="list-style-type: none"> <i>The Discus Thrower</i> (see World History, Ancient Greece) <i>Lying Horse</i> (from Wu-Wei, China) – (see World History, China) Auguste Rodin, <i>The Thinker</i> 	
KINDS OF PICTURES: LANDSCAPES		Content Connections
3. General	<ul style="list-style-type: none"> Briefly review from grade 1: portrait, self-portrait, and still life. When looking at specific works, as students about first impressions: What do you notice first? What does the picture make you think or feel? Go on to discuss lines, shapes, colors, and textures; details not obvious at first; why students think the artist chose to depict things in a certain way; etc. 	
3. Encounter & Explore	<ul style="list-style-type: none"> Recognize as landscapes and discuss: <ul style="list-style-type: none"> Thomas Cole, <i>The Oxbow</i> (also known as <i>View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm</i>) El Greco, <i>View of Toledo</i> (also known as <i>Toledo in a Storm</i>) Henri Rousseau, <i>Virgin Forest</i> Vincent van Gogh, <i>Starry Night</i> 	
ABSTRACT ART		Content Connections
4. Abstract Art	<ul style="list-style-type: none"> Compare lifelike and abstract animals, including: <ul style="list-style-type: none"> Paintings of birds by John James Audubon Albrecht Durer, <i>Young Hare</i> Paul Cleer, <i>Cat and Bird</i> Pablo Picasso, <i>Bull's Head</i> (made from bicycle seat and handlebars) Henri Matisse, <i>The Snail</i> (also known as <i>Chromatic Composition</i>) Observe and discuss examples of abstract painting and sculpture, including <ul style="list-style-type: none"> Marc Chagall, <i>I and the Village</i> Constantin Brancusi, <i>Bird in Space</i> 	
ARCHITECTURE		Content Connections
5. Architecture	<ul style="list-style-type: none"> Understand architecture as the art of designing buildings. Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon). Noting line, shape, and special features (such as columns and domes), look at: <ul style="list-style-type: none"> The Parthenon (see World History: Ancient Greece) Great Stupa (Buddhist temple in Sanchi, India)—(see World History: India) Himeji Castle (also known as “White Heron Castle,” Japan)—(see WH: Japan) The Guggenheim Museum (New York City) 	

PRODUCE & PERFORM: Second Grade

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Continue drawing, with increasing details, using a wide variety of tools. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers Crayons Colored pencils Oil pastels Variety of papers (colors, textures, shapes) 	
<ul style="list-style-type: none"> Explore geometric and organic shapes in drawing. 		
<ul style="list-style-type: none"> Draw from stories, imagination, nature, memory, observation, and curriculum themes. 		
<ul style="list-style-type: none"> Draw on a variety of surfaces – all kinds, shapes, sizes. 		
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Continue to use a variety of paints and paintbrushes. 	<ul style="list-style-type: none"> Finger paint Tempera paint Watercolor crayons Variety of papers and other surfaces Variety of paint brushes 	
<ul style="list-style-type: none"> Continue experimenting with paint on a variety of surfaces, including watercolor on wet and dry surfaces. 		
<ul style="list-style-type: none"> Create a prepared paper using paint, sponges, etc., to be used for collage. 		
<ul style="list-style-type: none"> Continue experimenting with mixing colors and recognize colors on color wheel. 		
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Create images by printing found objects (vegetables, etc.) 	<ul style="list-style-type: none"> Found objects Sponges Paint Printing Foam 	
<ul style="list-style-type: none"> Make a monoprint by making a print from a wet painting. 		
<ul style="list-style-type: none"> Make rubbings of different textures. 		
<ul style="list-style-type: none"> Make a simple stencil and print. 		
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Create sculptures from found objects. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Variety of paper Wood Wire pipe cleaners Fabric and yarn Found objects 	
<ul style="list-style-type: none"> Continue to model a variety of forms with clay. 		
<ul style="list-style-type: none"> Continue paper sculpture techniques. 		
<ul style="list-style-type: none"> Use found objects and/or wire to create a sculpture. 		
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Combine materials to make collages. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Make a collage that has different textures. 		
<ul style="list-style-type: none"> Explore fiber arts (e.g., stitchery and weaving with found objects). 		

REFLECT & RESPOND: Second Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Second Grade students:	Content Connections
Nurture students' ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will: <ul style="list-style-type: none"> • Begin using art vocabulary to talk about art. • Reflect on the use of elements and principles in artwork (e.g., "I can see where you made a rubbing from the sandpaper. It looks all bumpy." Refer to Second Grade Elements and Principles, below) 	
Provide students with an opportunity to interpret and judge artwork. Students will: <ul style="list-style-type: none"> • Discuss what the subject of the art is. • Consider and discuss how the art makes them feel (e.g., what is the "mood" of the piece?). • Recognize similarities and differences between two works of art. • Express preferences in a respectful and knowledgeable way. 	

Second Grade students will DESCRIBE art using these design elements:	
Line	Describe lines found in the classroom and in art.
Shape/Form	Recognize difference between geometric and organic shapes.
Color	Recognize the relationship between primary and secondary colors.
Value	Find colors in a piece of art that show light and dark values.
Texture	Experience actual texture & compare images that imply texture (i.e. rubbings).
Space/Perspective	Recognize that objects appear closer when placed lower on page (placement); recognize that closer objects can appear larger (relative size); begin to recognize concept of foreground and background..

Second Grade students will ANALYZE art using these design principles:	
Pattern	Find patterns in art and invent descriptive words to name them.
Rhythm/Movement	Look for repetition of elements in art (lines, shapes, colors, etc.).
Proportion/Scale	Compare relative sizes of objects or people as introduction to scale.
Unity	Discuss whether a work of art seems complete/finished.
Emphasis	Identify the focal point, or where your eye is drawn to in a work of art.

ART VOCABULARY for Second Grade Students:				
Elements of Art	Principles of Art	Art Techniques	Art Materials	Art-Related Careers
<ul style="list-style-type: none"> • Primary colors: red, blue, yellow • Secondary colors: orange, green, purple • Color Wheel • Texture • Geometric / Organic Shapes • Foreground/ background 	<ul style="list-style-type: none"> • Pattern • Repetition 	<ul style="list-style-type: none"> • Sculpture • Collage • Watercolor • Mural Painting 	<ul style="list-style-type: none"> • Stencils 	<ul style="list-style-type: none"> • Museum • Portrait • Mobile

CONNECTIONS & NOTES: **Second Grade**

Art Kit Connections for Second Grade		Art Product
Masks & Symmetry	Students look at various examples of cultural masks, discussing symmetry and design. Students then make their own symmetrical masks using paper and oil pastels.	Symmetrical paper mask with oil pastel designs.
Collaborative "Peace"	The book <i>No One Can Ever Steal Your Rainbow</i> by Barbara Meislin is used for inspiration. The students create a "peace" mural by designing their own rainbow on "puzzle pieces" and assembling the pieces into a class mural. Each student writes a wish for the world and the wishes also become part of the art.	Class mural with a peace theme.
See Project ARTiculate website for additional lesson plans appropriate for Second Grade.		

NOTES

ENCOUNTER & EXPLORE: Third Grade

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

ELEMENTS OF ART		Content Connections
Generally recognized elements of art include line, shape, form, space, light, texture, and color.		
1A. Light	<ul style="list-style-type: none"> Build on what the students have learned in earlier grades to further introduce concepts of light, space, and design: Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in: <ul style="list-style-type: none"> James Chapin, <i>Ruby Green Singing</i> Jan Vermeer, <i>Milkmaid</i> 	
1B. Space	<ul style="list-style-type: none"> Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, depth) Observe relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings, including <ul style="list-style-type: none"> Jean Millet, <i>The Gleaners</i> Pieter Bruegel, <i>Peasant Wedding</i> 	
1C. Design	<ul style="list-style-type: none"> Explore the concept of Design: How the elements of art work together Become familiar with how these terms are used in discussing works of art: <ul style="list-style-type: none"> Figure and ground Pattern Balance and symmetry Examine design—how the elements of art work together—in: <ul style="list-style-type: none"> Rosa Bonheur, <i>The Horse Fair</i> Mary Cassatt, <i>The Bath</i> Early American Quilts – (see American History: Colonial America) Edward Hicks, <i>The Peaceable Kingdom</i> – (see American History: Colonial America) Henri Matisse, cut-outs: <i>Icarus</i> Edvard Munch, <i>The Scream</i> Horace Pippin, <i>Victorian Interior</i> Faith Ringgold, <i>Tar Beach</i> 	
AMERICAN INDIAN ART		Content Connections
2. Sculpture	<ul style="list-style-type: none"> Works of art specified for grade 3 are associated with Southwest and Eastern “Woodland” Indians studied in third grade; thus, other works of art, such as totem poles, are not listed here because they would be more appropriately examined when students are introduced to Pacific Northwest Indians. Become familiar with American Indian works, including: <ul style="list-style-type: none"> Kachina dolls (Hopi, Zuni) Navajo (Dine) blankets and rugs, sand paintings Masks 	
ART OF ANCIENT ROME AND BYZANTINE CIVILIZATION		Content Connections
3. General	<ul style="list-style-type: none"> Works of art listed here may be introduced as part of the study of ancient Roman civilization (see World History, grade 3) Become familiar with artworks of ancient Roman and Byzantine civilization, including: <ul style="list-style-type: none"> Le Pont du Gard The Pantheon Byzantine mosaics Hagia Sophia 	

PRODUCE & PERFORM: Third Grade

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Continue drawing using a variety of tools and both geometric and organic shapes. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers & Crayons Colored Chalk Colored pencils Oil pastels Variety of papers (colors, textures, shapes) 	
<ul style="list-style-type: none"> Draw from still life, imagination, memory, and curriculum themes. 		
<ul style="list-style-type: none"> Draw on a variety of surfaces – all kinds, shapes, sizes 		
<ul style="list-style-type: none"> Practice quick sketches and extended drawings. 		
<ul style="list-style-type: none"> Explore textures in drawings. 		
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Use a variety of paints and paintbrushes. 	<ul style="list-style-type: none"> Watercolor paints, crayons, and papers Tempera paint & cakes Variety of papers and other surfaces Variety of paint brushes 	
<ul style="list-style-type: none"> Continue experimenting on wet and dry surfaces. 		
<ul style="list-style-type: none"> Explore color schemes using warm and cool colors to produce a painting. 		
<ul style="list-style-type: none"> Explore a value scale by adding black and white to a color. 		
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Make a monoprint by making a print from a wet painting. 	<ul style="list-style-type: none"> Found objects Sponges Stamps Paint Stamp pad Crayons 	
<ul style="list-style-type: none"> Create a composition by rubbing and overlapping with a variety of textures. 		
<ul style="list-style-type: none"> Use stencils to create a two-color stencil print. 		
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Continue to create wire sculptures adding new materials. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Variety of paper Wood Wire pipe cleaners Fabric and yarn Found objects 	
<ul style="list-style-type: none"> Create relief and free-standing sculptures using different materials. 		
<ul style="list-style-type: none"> Learn to bend, fold, swirl, and glue paper into 3-D forms. 		
<ul style="list-style-type: none"> Use found objects to create a sculpture. 		
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Combine several materials to create collage. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Make a collage that has different textures. 		
<ul style="list-style-type: none"> Weave with paper or simple cardboard loom and yarn. 		

REFLECT & RESPOND: Third Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Third Grade students:		Content Connections
Nurture students’ ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will:		
<ul style="list-style-type: none">• Use art vocabulary to talk about art.• Reflect on the use of elements and principles in artwork (e.g., “I used three different values of blue in this painting.” Refer to Third Grade Elements and Principles, below)		
Provide students with an opportunity to interpret and judge artwork. Students will:		
<ul style="list-style-type: none">• Identify sources of inspiration in artwork.		
<ul style="list-style-type: none">• Interpret artist’s intent when making art.		
<ul style="list-style-type: none">• Differentiate between abstract and realistic art.		
<ul style="list-style-type: none">• Recognize differences between two artworks.		
<ul style="list-style-type: none">• Interpret and evaluate artworks in both verbal and written format.		
<ul style="list-style-type: none">• Express preferences in a respectful and knowledgeable way.		
Third Grade students will DESCRIBE art using these design elements:		
Line	Find the line at the edges of shapes.	
Shape/Form	Distinguish between shape (2 dimensional) and form (3 dimensional).	
Color	Distinguish between and recognize warm and cool colors.	
Value	Recognize that a painting may use many values (light/dark) of one color.	
Texture	Use texture words when discussing art (i.e., rough).	
Space/Perspective	Discuss foreground and background in artwork as part of “perspective.”	

Third Grade students will ANALYZE art using these design principles:	
Pattern	Begin to recognize that repetition of elements in patterns creates the visual allusion of rhythm.
Rhythm/Movement	Look for repetition that suggests movement.
Proportion/Scale	Look at object and compare relationship of one part to another and to the whole as an introduction to proportion.
Balance	Recognize symmetry and asymmetry and find it in nature and in art.
Unity	Discuss whether a work of art seems complete and unified (all parts seems to fit).
Emphasis	Identify the focal point, or where your eye is drawn to in a work of art.

ART VOCABULARY for Third Grade Students:				
Elements of Art	Principles of Art	Art Techniques	Art Terms	Art-Related Careers
<ul style="list-style-type: none"> Perspective Light/Dark Values Warm/Cool Colors Two-Dimensional & Three-Dimensional Geometric/Organic Shape 	<ul style="list-style-type: none"> Rhythm Focal Point Unified Symmetry/Asymmetry Proportion 	<ul style="list-style-type: none"> Sketching Relief/Block Print Stitching/Weaving 	<ul style="list-style-type: none"> Detail Still Life Original Art/Reproduction Architecture Historic/Contemporary 	<ul style="list-style-type: none"> Potter Weaver Architect

CONNECTIONS & NOTES: **Third Grade**

Art Kit Connections for Third Grade		Art Product
Alaskan Animals with Franz Marc	Students study the animal paintings of Franz Marc, a German painter. They look for simple shapes in the animals that he painted, and also in the Alaskan animals that they will draw. Each student makes one animal pattern and traces it to make a group of animals. They design their art using overlapping animals and warm, cool, and neutral colors.	Artwork using overlapping animal shapes and warm, cool, and neutral colors.
Faith Ringgold: Our Own Story Quilts	This lesson is designed to be taught in two sessions. Students study the work of artist, teacher, author, and illustrator Faith Ringgold. They create a story quilt with a well-developed drawing based on a personal memory. Finished work includes a written memory sentence and a colorful pieced border.	Story quilt with a pieced border and a drawing based on a personal memory.
Expressionist Environment	Students look at 2D and 3D art and artists. They create their own 3D environment using paper folding and cutting techniques. Embellishments are added with color and pattern.	3D environment using cut and folded paper.
Caribou on the Tundra	Students learn about the habits and habitat of caribou and their relationship to Athabaskan people. They draw lichen growing on the tundra using layers of land to show perspective. Tissue paper and watercolor paint embellish the caribou on the tundra collage.	Collage of caribou on the tundra.
See Project ARTiculate website for additional lesson plans appropriate for Third Grade.		

NOTES

ENCOUNTER & EXPLORE: Fourth Grade

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

ART OF THE MIDDLE AGES IN EUROPE		Content Connections
1. Art in Middle Ages	<ul style="list-style-type: none"> Study of art should be integrated with study of related topics on grade 4 World History: Europe in the Middle Ages. Note the generally religious nature of European art in the Middle Ages, including: <ul style="list-style-type: none"> Examples of medieval Madonnas (such as <i>Madonna and Child on a Curved Throne</i>—13th century Byzantine) Illuminated manuscripts (such as <i>The Book of Kells</i>) Tapestries (such as the Unicorn Tapestries) Become familiar with features of Goth architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles, and statues) and famous cathedrals, including Notre Dame (Paris). 	
ISLAMIC ART & ARCHITECTURE		Content Connections
2. Islamic Art/Architecture	<ul style="list-style-type: none"> Study of the following works of art may be integrated with study of related topics in fourth grade World History: The Spread of Islam Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Quar'an (Koran). Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem <ul style="list-style-type: none"> Alhambra Palace, Spain Taj Mahal, India 	
THE ART OF AFRICA		Content Connections
3. Africa	<ul style="list-style-type: none"> Study of the following works of art may be integrated with study of related topics in fourth grade World History: Early and Medieval African Kingdoms. Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting. Become familiar with examples of art from specific regions and peoples in Africa, such as: <ul style="list-style-type: none"> Antelope headdresses of Mali Sculptures by Yoruba artists in the city of life Ivory carvings and bronze sculptures of Benin 	
THE ART OF CHINA		Content Connections
4. China	<ul style="list-style-type: none"> Study of the following may be integrated with study of related topics in fourth grade World History, China: Dynasties & Conquerors. Become familiar with examples of Chinese art, including: <ul style="list-style-type: none"> Silk scrolls Calligraphy (the art of brush writing and painting) Porcelain 	
THE ART OF A NEW NATION: THE UNITED STATES		Content Connections
5. The U.S.	<ul style="list-style-type: none"> Study of the following works of art may be integrated with study of related topics in fourth grade American History. Become familiar with famous portraits and paintings, including: <ul style="list-style-type: none"> John Singleton Copley, <i>Paul Revere</i> Gilbert Stuart, <i>George Washington</i> <i>Washington Crossing the Delaware</i> Become familiar with the architecture of Thomas Jefferson's Monticello 	

PRODUCE & PERFORM: Fourth Grade

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Continue quick sketches and extended drawings from observation, nature, imagination, memory, still life, and curriculum themes. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers & Crayons Colored Chalk Colored pencils Oil pastels Charcoal & blending stumps Variety of papers 	
<ul style="list-style-type: none"> Create drawings which include textures. 		
<ul style="list-style-type: none"> Use positive and negative space in drawing. 		
<ul style="list-style-type: none"> Draw basic 3-D forms and add shading according to light sources. 		
<ul style="list-style-type: none"> Practice contour line drawings. 		
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Use several techniques, such as resist, dry-on-dry, wet-on-wet, wash while using watercolor. 	<ul style="list-style-type: none"> Watercolor paints, crayons, and papers Tempera paint & cakes Variety of papers and other surfaces Variety of paint brushes 	
<ul style="list-style-type: none"> Continue creating values by mixing black and white to colors and apply to a painting. 		
<ul style="list-style-type: none"> Paint landscapes. 		
<ul style="list-style-type: none"> Create a painting expressing mood. 		
<ul style="list-style-type: none"> Mix complementary colors and observe how they affect each other (brightness, dullness, or intensity) when placed near each other. 		
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Styrofoam relief block printing. 	<ul style="list-style-type: none"> Found objects Sponges Ink and paint Brayers and rollers Glue, string, etc. 	
<ul style="list-style-type: none"> Begin to experiment with "collagraph" (printing from collages made of glue line, string, found objects, etc.). 		
<ul style="list-style-type: none"> Use stencils to create a two-color stencil print. 		
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Create 3D sculptures with a variety of materials and surface patterns. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Paper and wood Fabric and yarn Found objects 	
<ul style="list-style-type: none"> Create a subtractive sculpture by starting with a block of soap or clay and carving a form out of it. 		
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Create mixed-media drawings, paintings, collages. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Create a landscape using mixed media. 		
<ul style="list-style-type: none"> Make a mask using a variety of materials (e.g., Tlingit, Yup'ik, Eskimo, and other world cultures). 		

REFLECT & RESPOND: Fourth Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Fourth Grade students:		Content Connections
Nurture students’ ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will:		
• Use art vocabulary to talk about art.		
• Reflect on the use of elements and principles in artwork (e.g., “Your mask is symmetrical when you put the same design on both sides of the face.” Refer to Fourth Grade Elements and Principles, below)		
Provide students with an opportunity to interpret and judge artwork. Students will:		
• Identify sources of inspiration in artwork.		
• Interpret artist’s intent when making art.		
• Differentiate between abstract and realistic art.		
• Recognize differences between two artworks.		
• Interpret and evaluate artworks in both verbal and written format.		
• Continue to express preferences in a respectful and knowledgeable way.		
Fourth Grade students will DESCRIBE art using these design elements:		
Line	Recognize contour lines in drawings.	
Shape/Form	Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder.	
Color	Recognize intensity changes through use of complementary colors.	
Value	Recognize that all kinds of artwork may use many values.	
Texture	Compare/contrast different textures in artwork.	
Space/Perspective	Identify positive and negative space.	
	Use perspective terms, including placement, overlapping, size/scale, foreground/background, and detail when discussing art.	
Fourth Grade students will ANALYZE art using these design principles:		
Pattern	Recognize how using color, line, shape, and form can create patterns.	
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.	
Proportion/Scale	Begin to learn body proportions and vocabulary.	
Balance	Recognize symmetry and asymmetry in works of art; consider if a work of art is (feels) balanced.	
Unity	Discuss whether a work of art seems complete and unified (all parts seems to fit).	
Emphasis	Identify the focal point, or where your eye is drawn to in a work of art.	

ART VOCABULARY for Fourth Grade Students:				
Elements of Art	Principles of Art	Art Techniques	Art Terms	Art-Related Careers
<ul style="list-style-type: none"> Contour Line Sphere/Cube/Cone/Cylinder Complementary Colors (Brightness, Dullness, Intensity) Scale Positive/Negative Space Geometric/Organic Space Perspective (Terms: Placement, Overlapping, Scale/Size, Foreground/Background) 	<ul style="list-style-type: none"> Rhythm Unified Proportion 	<ul style="list-style-type: none"> Watercolor Techniques (resist/wash/wet-on-wet/dry-on-dry) Collograph Mask-making Relief Block Printing 	<ul style="list-style-type: none"> Abstract Realistic Impressionism Landscape Mood 	<ul style="list-style-type: none"> Sculptor Photographer

CONNECTIONS & NOTES: Fourth Grade

Art Kit Connections for Fourth Grade		Art Product
Butterfly Paper Sculptures	Artists and designers often look to nature for inspiration. French artist and naturalist E.A. Seguy drew intricate scientific illustrations of butterflies and created designs based on his drawings. Students learn about Seguy and produce a 3-dimensional paper sculpture butterfly with colored paper and oil pastel patterns.	Paper butterfly sculpture patterned with oil pastels and colored paper.
Rachel Carson: Silent Spring	Students learn about the life of writer, biologist, and conservationist Rachel Carson. Students learn to use complementary colors to show the effects of pollution on their plant. They create a before-and-after line drawing of an Alaskan plant using watercolor paints for color.	Line drawings of Alaskan plant showing the effects of pollution through use of watercolors.
Alaskan Landscapes with Georgia O'Keefe	Students study the life and art of Georgia O'Keefe, focusing on her landscape painting. They create cut paper and oil pastel landscapes working from photos of Alaska.	Landscape using oil pastels and cut paper.
See Project ARTiculate website for additional lesson plans appropriate for Fourth Grade.		

NOTES

ENCOUNTER & EXPLORE: Fifth Grade

Learn about the art of accomplished artists, past and present, from nearby and around the world.

ART OF THE RENAISSANCE		Content Connections
1. Art of the Renaissance	<ul style="list-style-type: none"> Study of art should be integrated with study of related topics on World History 5: Renaissance The shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world. The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion) The development of linear perspective during the Italian Renaissance The vantage point or point-of-view of the viewer Convergence of parallel lines toward a vanishing point, the horizon line Observe and discuss works in different genres—such as portrait, fresco, Madonna—by Italian Renaissance artists, including: <ul style="list-style-type: none"> Sandro Botticelli, <i>The Birth of Venus</i> Leonardo da Vinci: <i>The Proportions of Man</i>, <i>Mona Lisa</i>, <i>The Last Supper</i> Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as <i>The Creation of Adam</i> Raphael: <i>The Marriage of the Virgin</i>, examples of his Madonnas (such as <i>Madonna and Child with the Infant St. John</i>, <i>The Alba Madonna</i>, or <i>The Small Cowper Madonna</i>) Become familiar with Renaissance sculpture, including: <ul style="list-style-type: none"> Donatelli, <i>Saint George</i> Michelangelo, <i>David</i> Become familiar with Renaissance architecture, including: <ul style="list-style-type: none"> The Florence Cathedral, dome designed by Filippo Brunelleschi St. Peter's in Rome Observe and discuss paintings of the Northern Renaissance, including: <ul style="list-style-type: none"> Pieter Bruegel, <i>Peasant Wedding</i> Albrecht Durer, <i>Self-Portrait</i> (such as from 1498-1500) Jan van Eyck, <i>Giovanni Arnolfini and His Wife</i> (also known as <i>Arnolfini Wedding</i>) 	
AMERICAN ART: NINETEENTH-CENTURY UNITED STATES		Content Connections
2. American Art	<ul style="list-style-type: none"> Become familiar with the Hudson River School of landscape painting, including: <ul style="list-style-type: none"> Thomas Cole, <i>The Oxbow (The Connecticut River Near Northampton)</i> (also known as <i>View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm</i>) Albert Bierstadt, <i>Rocky Mountains, Lander's Peak</i> Become familiar with genre paintings, including: <ul style="list-style-type: none"> George Caleb Bingham, <i>Fur Traders Descending the Missouri</i> William Sidney Mount, <i>Eel Spearing at Setauket</i> Become familiar with art related to the Civil War, including: <ul style="list-style-type: none"> Civil War photography of Matthew Brady and his colleagues <i>The Shaw Memorial</i> sculpture of Augustus Saint-Gaudens Become familiar with popular prints by Currier and Ives. 	
THE ART OF JAPAN		Content Connections
3. Japan	<ul style="list-style-type: none"> Become familiar with: <ul style="list-style-type: none"> The Great Buddha (also known as the Kamakura Buddha) Landscape gardens 	

PRODUCE & PERFORM: Fifth Grade

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Continue quick sketches and extended drawings from observation, nature, imagination, memory, still life, and curriculum themes. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers & Crayons Colored Chalk Colored pencils Oil pastels Charcoal & blending stumps Variety of papers 	
<ul style="list-style-type: none"> Continue to explore and practice contour line. 		
<ul style="list-style-type: none"> Continue to explore values in drawings with different shading techniques. 		
<ul style="list-style-type: none"> Use examples of positive and negative space in drawings. 		
<ul style="list-style-type: none"> Draw from still life. 		
<ul style="list-style-type: none"> Explore portrait and human body proportions. 		
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Continue mixing values and use results in a work. 	<ul style="list-style-type: none"> Watercolor paints, crayons, and papers Tempera paint & cakes Variety of papers and other surfaces Variety of paint brushes 	
<ul style="list-style-type: none"> Continue to use and name color schemes (e.g., warm, cool, monochromatic) 		
<ul style="list-style-type: none"> Continue to use several watercolor techniques. 		
<ul style="list-style-type: none"> Practice and name several different brushstrokes such as stipple, hard-edge, and soft-edge while using tempera. 		
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Use and combine different printing techniques such as stamping, rubbing, stenciling, relief blocks, and monoprints. 	<ul style="list-style-type: none"> Found objects Sponges Ink and paint Brayers and rollers Glue, string, etc. 	
<p>Make an edition of three prints, sign and number properly.</p>		
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Create 3D work of chosen material and embellish it with surface patterns. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Paper and wood Wire pipe cleaners 	
<ul style="list-style-type: none"> Create a "story-telling" sculpture, inspired by totem poles. 		
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Combine a variety of materials to create mixed-media drawings, paintings, and collages. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Create a landscape using mixed media. 		
<ul style="list-style-type: none"> Create a landscape using mixed media. 		

REFLECT & RESPOND: Fifth Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Fifth Grade students:		Content Connections
Nurture students’ ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will:		
<ul style="list-style-type: none">• Use art vocabulary to talk about art.		
<ul style="list-style-type: none">• Reflect on the use of elements and principles in artwork (e.g., “I used a small image in the foreground to show perspective in my drawing.” Refer to Fifth Grade Elements and Principles, below)		
Provide students with an opportunity to interpret and judge artwork. Students will:		
<ul style="list-style-type: none">• Identify sources of inspiration in artwork.		
<ul style="list-style-type: none">• Interpret artist’s intent when making art.		
<ul style="list-style-type: none">• Differentiate between abstract and realistic art.		
<ul style="list-style-type: none">• Recognize differences and similarities between two artworks.		
<ul style="list-style-type: none">• Consider the use of elements and principles of art to create mood in an artwork.		
<ul style="list-style-type: none">• Interpret and evaluate artworks in both verbal and written format.		
<ul style="list-style-type: none">• Continue to express preferences in a respectful and knowledgeable way.		
Fifth Grade students will DESCRIBE art using these design elements:		
Line	Distinguish between contour lines and sketching.	
Shape/Form	Differentiate between a variety of shapes and forms in art.	
Color	Begin to recognize monochromatic color schemes, including value differences.	
Value	Recognize that all kinds of artwork may use many values.	
Texture	Differentiate between pieces of art that use actual and visual (implied) texture.	
Space/Perspective	Identify positive and negative space.	
	Use perspective terms (placement, overlapping, size/scale, foreground/background, & detail) when discussing art.	
Fifth Grade students will ANALYZE art using these design principles:		
Pattern	Recognize pattern in increasingly complex works of art.	
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.	
Proportion/Scale	Continue to learn body proportions and vocabulary. Study proportion and scale within indigenous arts.	
Balance	Identify examples of visual balance in art.	
Unity	Discuss whether a work of art seems complete and unified (all parts seems to fit).	
Emphasis	Find and identify examples of focal point in a work of art.	

ART VOCABULARY for Fifth Grade Students:				
Elements of Art	Principles of Art	Art Techniques	Art Terms	Art-Related Careers
<ul style="list-style-type: none"> Contour Line Sphere/Cube/Cone/Cylinder Monochromatic Colors Complementary Colors Positive/Negative Spaces Geometric/Organic Shapes Perspective (Terms: Placement, Overlapping, Size/Scale, Foreground/Background) 	<ul style="list-style-type: none"> Rhythm Unified Proportion 	<ul style="list-style-type: none"> Brushstrokes: Stipple, Hard-Edge, Soft-Edge Printmaking (Terms: Pulling a Print, Artist's Proof, Printing Plate, Edition) Collograph Sketching Mixed Media 	<ul style="list-style-type: none"> Abstract/Realistic/Non-representational Portrait Pop-Art Cubism 	<ul style="list-style-type: none"> Museum Curator Graphic Artist/Designer Media Artist

CONNECTIONS & NOTES: Fifth Grade

Art Kit Connections for Fifth Grade		Art Product
Northern Migrations: Cranes, Caribou, & Salmon	Students discuss northern migrations and study photos and artwork showing migrations of cranes, caribou, and salmon. They consider design elements that create a sense of movement before using watercolors, oil pastel, and cut-paper stencils to create a mixed media artwork of cranes, salmon, or caribou in motion.	Mixed media collaged art showing animals in motion.
See Project ARTiculate website for additional lesson plans appropriate for Fifth Grade.		

NOTES

ENCOUNTER & EXPLORE: Sixth Grade

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

ART HISTORY: PERIODS & SCHOOLS		Content Connections
1. General	<ul style="list-style-type: none"> Focus is to combine art history with analysis of specific illustrative works. Introduce idea of classifying Western art by periods and schools, with major characteristics of each period and school. Timelines may help students situate periods and schools. The following topics extend to the mid-nineteenth century. In later grades, students examine late-nineteenth and twentieth-century art movements. 	
1A. Classical Art of Ancient Greece & Rome	<ul style="list-style-type: none"> Observe characteristics considered “classic”—emphasis on balance and proportion, idealization of human form – in: <ul style="list-style-type: none"> The Parthenon and the Pantheon <i>The Discus Thrower</i> and <i>Apollo Belvedere</i> 	
1B. Gothic Art	<ul style="list-style-type: none"> Gothic Art = ca. 12th-15th centuries Briefly review the religious inspiration and characteristic features of Gothic cathedrals 	
1C. Renaissance	<ul style="list-style-type: none"> The Renaissance = ca. 1350-1600 Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including: <ul style="list-style-type: none"> Raphael, <i>The School of Athens</i> Michelangelo, <i>David</i> (review from grade 5) 	
1D. Baroque	<ul style="list-style-type: none"> Baroque = ca. 17th century Note dramatic use of light and shade, turbulent compositions, and vivid emotional expression in: <ul style="list-style-type: none"> El Greco, <i>View of Toledo</i> (also known as <i>Toledo in a Storm</i>) Rembrandt: a self-portrait, such as <i>Self-Portrait, 1659</i> 	
1E. Rococo	<ul style="list-style-type: none"> Rococo = ca. mid- to late- 1700’s Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in: <ul style="list-style-type: none"> Jean Honoré Fragonard, <i>The Swing</i> 	
AMERICAN ART: NINETEENTH-CENTURY UNITED STATES		Content Connections
1F. Neoclassical	<ul style="list-style-type: none"> Neoclassical = ca. late 18th – early 19th century Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in: <ul style="list-style-type: none"> Jacques Louis David, <i>Oath of the Horatii</i> 	
1G. Romantic	<ul style="list-style-type: none"> Romantic = ca. late 18th – 19th century Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature, in: <ul style="list-style-type: none"> Francisco Goya, <i>The Bullfight</i> Eugene Delacroix, <i>Liberty Leading the People</i> Caspar David Friedrich, <i>The Chalk Cliffs of Rugen</i> 	
1H. Realism	<ul style="list-style-type: none"> Realism = ca. mid- to late- 19th century Note the Realist’s characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful, in: <ul style="list-style-type: none"> Jean Millet (<i>The Gleaners</i>) Gustave Courbet, <i>The Stone Breakers</i> Become familiar with examples of American realism, including: <ul style="list-style-type: none"> Winslow Homer, <i>Nor’easter</i> Thomas Eakins, <i>The Gross Clinic</i> Henry O. Tanner, <i>The Banjo Lesson</i> 	

PRODUCE & PERFORM: **Sixth Grade**

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Continue quick sketches and extended drawings from observation, nature, imagination, memory, still life, and curriculum themes. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers & Crayons Colored Chalk Colored pencils Oil pastels Charcoal & blending stumps Variety of papers 	
<ul style="list-style-type: none"> Continue to explore and practice contour line. 		
<ul style="list-style-type: none"> Continue to explore values in drawings with different shading techniques. 		
<ul style="list-style-type: none"> Use examples of positive and negative space in drawings. 		
<ul style="list-style-type: none"> Draw from still life. 		
<ul style="list-style-type: none"> Explore portrait and human body proportions. 		
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Continue mixing values and use results in a work. 	<ul style="list-style-type: none"> Watercolor paints, crayons, and papers Tempera paint & cakes Variety of papers and other surfaces Variety of paint brushes 	
<ul style="list-style-type: none"> Continue to use and name color schemes (e.g., warm, cool, monochromatic) 		
<ul style="list-style-type: none"> Continue to use several watercolor techniques. 		
<ul style="list-style-type: none"> Practice and name several different brushstrokes such as stipple, hard-edge, and soft-edge while using tempera. 		
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Use and combine different printing techniques such as stamping, rubbing, stenciling, relief blocks, and monoprints. 	<ul style="list-style-type: none"> Found objects Sponges Ink and paint Brayers and rollers Glue, string, etc. 	
<p>Make an edition of three prints, sign and number properly.</p>		
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Create 3D work of chosen material and embellish it with surface patterns. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Paper and wood Wire pipe cleaners 	
<ul style="list-style-type: none"> Create a "story-telling" sculpture, inspired by totem poles. 		
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Combine a variety of materials to create mixed-media drawings, paintings, and collages. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Create a landscape using mixed media. 		
<ul style="list-style-type: none"> Create a landscape using mixed media. 		

REFLECT & RESPOND: Sixth Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Sixth Grade students:		Content Connections
Nurture students’ ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will:		
<ul style="list-style-type: none">• Use art vocabulary to talk about art.• Reflect on the use of elements and principles in artwork (e.g., “I used a small image in the foreground to show perspective in my drawing.” Refer to Fifth Grade Elements and Principles, below)		
Provide students with an opportunity to interpret and judge artwork. Students will:		
<ul style="list-style-type: none">• Identify sources of inspiration in artwork.		
<ul style="list-style-type: none">• Interpret artist’s intent when making art.		
<ul style="list-style-type: none">• Differentiate between abstract and realistic art.		
<ul style="list-style-type: none">• Recognize differences and similarities between two artworks.		
<ul style="list-style-type: none">• Consider the use of elements and principles of art to create mood in an artwork.		
<ul style="list-style-type: none">• Interpret and evaluate artworks in both verbal and written format.		
<ul style="list-style-type: none">• Continue to express preferences in a respectful and knowledgeable way.		
Sixth Grade students will DESCRIBE art using these design elements:		
Line	Distinguish between contour lines and sketching.	
Shape/Form	Differentiate between a variety of shapes and forms in art.	
Color	Begin to recognize monochromatic color schemes, including value differences.	
Value	Recognize that all kinds of artwork may use many values.	
Texture	Differentiate between pieces of art that use actual and visual (implied) texture.	
Space/Perspective	Identify positive and negative space.	
	Use perspective terms (placement, overlapping, size/scale, foreground/background, and detail) when discussing art.	
Sixth Grade students will ANALYZE art using these design principles:		
Pattern	Recognize pattern in increasingly complex works of art.	
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.	
Proportion/Scale	Continue to learn body proportions and vocabulary. Study proportion and scale within indigenous arts.	
Balance	Identify examples of visual balance in art.	
Unity	Discuss whether a work of art seems complete and unified (all parts seems to fit).	
Emphasis	Find and identify examples of focal point in a work of art.	

ART VOCABULARY for Sixth Grade Students:				
Elements of Art	Principles of Art	Art Techniques	Art Terms	Art-Related Careers
<ul style="list-style-type: none"> • Contour Line • Sphere/Cube/Cone/Cylinder • Monochromatic Colors • Complementary Colors • Positive/Negative Spaces • Geometric/Organic Shapes • Perspective (Terms: Placement, Overlapping, Size/Scale, Foreground/Background) 	<ul style="list-style-type: none"> • Rhythm • Unified • Proportion 	<ul style="list-style-type: none"> • Brushstrokes: Stipple, Hard-Edge, Soft-Edge • Printmaking (Terms: Pulling a Print, Artist's Proof, Printing Plate, Edition) • Collograph • Sketching • Mixed Media 	<ul style="list-style-type: none"> • Abstract/Realistic/Non-representational • Portrait • Pop-Art • Cubism 	<ul style="list-style-type: none"> • Museum Curator • Graphic Artist/Designer • Media Artist

CONNECTIONS & NOTES: **Sixth Grade**

Art Kit Connections for Fifth Grade		Art Product
Action Figure Collage	Students look at and learn about the collages of contemporary artist Miriam Schapiro. They paint a background and use mannequins to draw and create an action figure. The parts are embellished and assembled into a collage.	Collaged, patterned art with active figures.
See Project ARTiculate website for additional lesson plans appropriate for Sixth Grade.		

NOTES
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ENCOUNTER & EXPLORE: Seventh Grade

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

ART HISTORY: PERIODS & SCHOOLS		Content Connections
1. General	<ul style="list-style-type: none"> Focus is to combine art history with analysis of specific illustrative works. Timelines may help students situate artists, periods, and schools. In studying works of art, and in creating their own art, students should review, develop, and apply concepts introduced in previous grades, such as line, shape, form, space, texture, color, light, design, and symmetry. 	
1A. Impressionism	<ul style="list-style-type: none"> Examine characteristics of Impressionism in: <ul style="list-style-type: none"> Claude Monet: <i>Impressionism: Sunrise, Bridge Over a Pool of Lilies</i> Pierre Auguste Renoir, <i>Luncheon of the Boating Party</i> Edgar Degas, a ballet painting such as <i>Dancing Class</i> Mary Cassatt, <i>The Boating Party</i> 	
1B. Post-Impressionism	<ul style="list-style-type: none"> Examine characteristics of Post-Impressionism in: <ul style="list-style-type: none"> Paul Cezanne: a still life such as <i>Apples and Oranges</i>, a version of <i>Mont Sainte-Victoire, The Card Players</i> Georges Seurat and pointillism: <i>Sunday Afternoon on the Island of the Grande Jatte</i> Vincent van Gogh: <i>The Starry Night</i>, one of his <i>Sunflowers</i>, a self-portrait such as <i>Self-Portrait</i> [1889] Paul Gauguin: <i>Vision After the Sermon, aiHHail Mary (la Orana Maria)</i> Henri Toulouse-Lautrec, <i>At the Moulin Rouge</i> Art Nouveau as a pervasive style of decoration 	
1C. Expressionism & Abstraction	<ul style="list-style-type: none"> Examine representative Expressionist and Abstract artists and works, including: <ul style="list-style-type: none"> Henri Matisse: <i>Madame Matisse, The Red Room</i>, cutouts such as <i>Beasts of the Sea</i> Munch, <i>The Scream</i> Marc Chagall, <i>I and the Village</i> Pablo Picasso's early works, including <i>Family of Saltimbanques</i> Cubism <ul style="list-style-type: none"> Pablo Picasso, <i>Les Femmes d'Alger (O. J. R. M.)</i> Marcel Duchamp, <i>Nude Descending a Staircase</i> Picasso after Cubism: <i>Girl Before a Mirror, Guernica</i> Other developers of abstraction: <ul style="list-style-type: none"> Vasily Kandinsky, <i>Improvisation 31 (Sea Battle)</i> Paul Klee, <i>Seneci</i> (also known as <i>Head of a Man</i>) Piet Mondrian, <i>Broadway Boogie Woogie</i> Salvador Dali and surrealism: <i>The Persistence of Memory</i> 	
1D. Modern American Painting	<ul style="list-style-type: none"> Examine representative Modern American artists and works, including: <ul style="list-style-type: none"> Edward Hopper, <i>Nighthawks</i> Andrew Wyeth, <i>Christina's World</i> Georgia O'Keefe, <i>Red Poppies</i> Regionalists, social realists, and genre painters <ul style="list-style-type: none"> Grant Wood, <i>American Gothic</i> Diego Rivera [Mexican], <i>Detroit Industry</i> Norman Rockwell, <i>Triple Self-Portrait</i> 	

PRODUCE & PERFORM: Seventh Grade

Imagine, plan, and create student-designed works of art.

DRAWING: The portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Continue quick sketches and extended drawings from observation, nature, imagination, memory, still life, and curriculum themes. Continue to explore and practice contour line. Continue to explore values in drawings with different shading techniques. Use examples of positive and negative space in drawings. Draw from still life. Explore portrait and human body proportions. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers & Crayons Colored Chalk Colored pencils Oil pastels Charcoal & blending stumps Variety of papers 	PAGE NOT DONE
PAINTING: The application of paint to a surface.		
<ul style="list-style-type: none"> Continue mixing values and use results in a work. Continue to use and name color schemes (e.g., warm, cool, monochromatic) Continue to use several watercolor techniques. Practice and name several different brushstrokes such as stipple, hard-edge, and soft-edge while using tempera. 	<ul style="list-style-type: none"> Watercolor paints, crayons, and papers Tempera paint & cakes Variety of papers and other surfaces Variety of paint brushes 	
PRINTMAKING: The process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Use and combine different printing techniques such as stamping, rubbing, stenciling, relief blocks, and monoprints. Make an edition of three prints, sign and number properly. 	<ul style="list-style-type: none"> Found objects Sponges Ink and paint Brayers and rollers Glue, string, etc. 	
SCULPTURE: The creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Create 3D work of chosen material and embellish it with surface patterns. Create a "story-telling" sculpture, inspired by totem poles. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Paper and wood Wire pipe cleaners 	
MIXED MEDIA: The combination of different materials.		
<ul style="list-style-type: none"> Combine a variety of materials to create mixed-media drawings, paintings, and collages. Create a landscape using mixed media. Create a landscape using mixed media. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	

REFLECT & RESPOND: Seventh Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Seventh Grade students:		Content Connections
Nurture students’ ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will:		
<ul style="list-style-type: none">• Use art vocabulary to talk about art.		
<ul style="list-style-type: none">• Reflect on the use of elements and principles in artwork (e.g., “I used a small image in the foreground to show perspective in my drawing.” Refer to Fifth Grade Elements and Principles, below)		
Provide students with an opportunity to interpret and judge artwork. Students will:		
<ul style="list-style-type: none">• Identify sources of inspiration in artwork.		
<ul style="list-style-type: none">• Interpret artist’s intent when making art.		
<ul style="list-style-type: none">• Differentiate between abstract and realistic art.		
<ul style="list-style-type: none">• Recognize differences and similarities between two artworks.		
<ul style="list-style-type: none">• Consider the use of elements and principles of art to create mood in an artwork.		
<ul style="list-style-type: none">• Interpret and evaluate artworks in both verbal and written format.		
<ul style="list-style-type: none">• Continue to express preferences in a respectful and knowledgeable way.		
Seventh Grade students will DESCRIBE art using these design elements:		
Line	Distinguish between contour lines and sketching.	
Shape/Form	Differentiate between a variety of shapes and forms in art.	
Color	Begin to recognize monochromatic color schemes, including value differences.	
Value	Recognize that all kinds of artwork may use many values.	
Texture	Differentiate between pieces of art that use actual and visual (implied) texture.	
Space/Perspective	Identify positive and negative space.	
	Use perspective terms, including placement, overlapping, size/scale, foreground/background, and detail when discussing art.	
Seventh Grade students will ANALYZE art using these design principles:		
Pattern	Recognize pattern in increasingly complex works of art.	
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.	
Proportion/Scale	Continue to learn body proportions and vocabulary. Study proportion and scale within indigenous arts.	
Balance	Identify examples of visual balance in art.	
Unity	Discuss whether a work of art seems complete and unified (all parts seems to fit).	
Emphasis	Find and identify examples of focal point in a work of art.	

ART VOCABULARY for Seventh Grade Students:				
Elements of Art	Principles of Art	Art Techniques	Art Terms	Art-Related Careers
<ul style="list-style-type: none"> • Contour Line • Sphere/Cube/Cone/Cylinder • Monochromatic Colors • Complementary Colors • Positive/Negative Spaces • Geometric/Organic Shapes • Perspective (Terms: Placement, Overlapping, Size/Scale, Foreground/Background) 	<ul style="list-style-type: none"> • Rhythm • Unified • Proportion 	<ul style="list-style-type: none"> • Brushstrokes: Stipple, Hard-Edge, Soft-Edge • Printmaking (Terms: Pulling a Print, Artist's Proof, Printing Plate, Edition) • Collagraph • Sketching • Mixed Media 	<ul style="list-style-type: none"> • Abstract/Realistic/Non-representational • Portrait • Pop-Art • Cubism 	<ul style="list-style-type: none"> • Museum Curator • Graphic Artist/Designer • Media Artist

CONNECTIONS & NOTES: Seventh Grade

Art Kit Connections for Seventh Grade		Art Product
See Project ARTiculate website for additional lesson plans appropriate for Seventh Grade.		

NOTES

ENCOUNTER & EXPLORE: Eighth Grade

Learn about art concepts & the art of accomplished artists, past & present, from nearby & around the world.

ART HISTORY: PERIODS & SCHOOLS		CONTENT CONNECTIONS
1. General	<ul style="list-style-type: none"> Focus is to combine art history with analysis of specific illustrative works. Timelines may help students situate artists, periods, and schools. In studying works of art, and in creating their own art, students should review, develop, and apply concepts introduced in previous grades, such as line, shape, form, space, texture, color, light, design, and symmetry. 	
1A. Painting Since WWII	<ul style="list-style-type: none"> Examine representative post-WWII artists and works, including: <ul style="list-style-type: none"> Jackson Pollock and Abstract Expressionism: <i>Painting, 1948</i> Willem de Kooning, <i>Woman and Bicycle</i> Mark Rothko, <i>Orange and Yellow</i> Helen Frankenthaler, <i>Wales</i> Andy Warhol and Pop Art: <i>Campbell's Soup Can, Marilyn</i> Roy Lichtenstein, <i>Whaam</i> Romare Bearden, <i>She-Ba</i> Jacob Lawrence, a work from his <i>Builder</i> series or <i>Migration of Negroes</i> series 	
1B. Photography	<ul style="list-style-type: none"> Examine representative photographers and works, including: <ul style="list-style-type: none"> Edward Steichen, <i>Rodin with His Sculptures "Victor Hugo" and "The Thinker"</i> Alfred Steiglitz, <i>The Steerage</i> Dorothea Lange, <i>Migrant Mother, California</i> Margaret Bourke-White, <i>Fort Peck Dam</i> Ansel Adams, <i>Moonrise, Hernandez, New Mexico</i> Henri Cartier-Bresson, <i>The Berlin Wall</i> 	
1C. 20th Century Sculpture	<ul style="list-style-type: none"> Examine representative 20th Century sculpture artists and works, including: <ul style="list-style-type: none"> Auguste Rodin: <i>The Thinker, Monument to Balzac</i> Constantin Brancusi, <i>Bird in Space</i> Pablo Picasso, <i>Bull's Head</i> Henry Moore, <i>Two Forms</i> Alexander Calder, <i>Lobster Trip and Fish Tail</i> Louise Nevelson, <i>Black Wall</i> Claes Oldenburg, <i>Clothespin</i> Maya Lin, <i>Vietnam Veterans Memorial</i> 	
ARCHITECTURE SINCE THE INDUSTRIAL REVOLUTION		CONTENT CONNECTIONS
2. Modern Architecture	<ul style="list-style-type: none"> Examine representative Architecture since the Industrial Revolution, including: <ul style="list-style-type: none"> Demonstrations of metal structure: Crystal Palace, Eiffel Tower First Skyscrapers: "Form follows function" <ul style="list-style-type: none"> Louis Sullivan: Wainwright Building Famous skyscrapers: Chrysler Building, Empire State Building Frank Lloyd Wright: Fallingwater, Guggenheim Museum The International Style Walter Gropius, Bauhaus Shop Block Le Corbusier: Villa Savoye, Unite d'Habitation, Notre Dame du Haut Ludwig Mies van der Rohe and Philip Johnson: Seagram Building 	

PRODUCE & PERFORM: Eighth Grade

Imagine, plan, and create student-designed works of art.

DRAWING: the portrayal of an idea using line and/or tone.	Materials	Content Connections
<ul style="list-style-type: none"> Continue quick sketches and extended drawings from observation, nature, imagination, memory, still life, and curriculum themes. 	<ul style="list-style-type: none"> Pencil, pen, eraser Markers & Crayons Colored Chalk Colored pencils Oil pastels Charcoal & blending stumps Variety of papers 	PAGE NOT DONE
<ul style="list-style-type: none"> Continue to explore and practice contour line. 		
<ul style="list-style-type: none"> Continue to explore values in drawings with different shading techniques. 		
<ul style="list-style-type: none"> Use examples of positive and negative space in drawings. 		
<ul style="list-style-type: none"> Draw from still life. 		
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PAINTING: the application of paint to a surface.		
<ul style="list-style-type: none"> Continue mixing values and use results in a work. 	<ul style="list-style-type: none"> Watercolor paints, crayons, and papers Tempera paint & cakes Variety of papers and other surfaces Variety of paint brushes 	
<ul style="list-style-type: none"> Continue to use and name color schemes (e.g., warm, cool, monochromatic) 		
<ul style="list-style-type: none"> Continue to use several watercolor techniques. 		
<ul style="list-style-type: none"> Practice and name several different brushstrokes such as stipple, hard-edge, and soft-edge while using tempera. 		
PRINTMAKING: the process of transferring an image with multiple copies.		
<ul style="list-style-type: none"> Use and combine different printing techniques such as stamping, rubbing, stenciling, relief blocks, and monoprints. 	<ul style="list-style-type: none"> Found objects Sponges Ink and paint Brayers and rollers Glue, string, etc. 	
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SCULPTURE: the creation of forms that fill space or three dimensions (3-D).		
<ul style="list-style-type: none"> Create 3D work of chosen material and embellish it with surface patterns. 	<ul style="list-style-type: none"> Clay & clay tools Modeling dough Paper and wood Wire pipe cleaners 	
<ul style="list-style-type: none"> Create a "story-telling" sculpture, inspired by totem poles. 		
MIXED MEDIA: the combination of different materials.		
<ul style="list-style-type: none"> Combine a variety of materials to create mixed-media drawings, paintings, and collages. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials Beads & feathers Variety of papers 	
<ul style="list-style-type: none"> Create a landscape using mixed media. 		
<ul style="list-style-type: none"> Create a landscape using mixed media. 		

REFLECT & RESPOND: Eighth Grade

Analyze and evaluate the process of learning about and creating art.

When reflecting on art experiences with Eighth Grade students:		Content Connections
Nurture students’ ability to describe and analyze their own art experience, their artwork, and that of their peers. Students will:		
<ul style="list-style-type: none">• Use art vocabulary to talk about art.		
<ul style="list-style-type: none">• Reflect on the use of elements and principles in artwork (e.g., “I used a small image in the foreground to show perspective in my drawing.” Refer to Fifth Grade Elements and Principles, below)		
Provide students with an opportunity to interpret and judge artwork. Students will:		
<ul style="list-style-type: none">• Identify sources of inspiration in artwork.		
<ul style="list-style-type: none">• Interpret artist’s intent when making art.		
<ul style="list-style-type: none">• Differentiate between abstract and realistic art.		
<ul style="list-style-type: none">• Recognize differences and similarities between two artworks.		
<ul style="list-style-type: none">• Consider the use of elements and principles of art to create mood in an artwork.		
<ul style="list-style-type: none">• Interpret and evaluate artworks in both verbal and written format.		
<ul style="list-style-type: none">• Continue to express preferences in a respectful and knowledgeable way.		
Eighth Grade students will DESCRIBE art using these design elements:		
Line	Distinguish between contour lines and sketching.	
Shape/Form	Differentiate between a variety of shapes and forms in art.	
Color	Begin to recognize monochromatic color schemes, including value differences.	
Value	Recognize that all kinds of artwork may use many values.	
Texture	Differentiate between pieces of art that use actual and visual (implied) texture.	
Space/Perspective	Identify positive and negative space.	
	Use perspective terms (placement, overlapping, size/scale, foreground/background, and detail) when discussing art.	
Eighth Grade students will ANALYZE art using these design principles:		
Pattern	Recognize pattern in increasingly complex works of art.	
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.	
Proportion/Scale	Continue to learn body proportions and vocabulary. Study proportion and scale within indigenous arts.	
Balance	Identify examples of visual balance in art.	
Unity	Discuss whether a work of art seems complete and unified (all parts seems to fit).	
Emphasis	Find and identify examples of focal point in a work of art.	

ART VOCABULARY for Eighth Grade Students:

Elements of Art	Principles of Art	Art Techniques	Art Terms	Art-Related Careers
<ul style="list-style-type: none"> Contour Line Sphere/Cube/Cone/Cylinder Monochromatic Colors Complementary Colors Positive/Negative Spaces Geometric/Organic Shapes Perspective (Terms: Placement, Overlapping, Size/Scale, Foreground/Background) 	<ul style="list-style-type: none"> Rhythm Unified Proportion 	<ul style="list-style-type: none"> Brushstrokes: Stipple, Hard-Edge, Soft-Edge Printmaking (Terms: Pulling a Print, Artist's Proof, Printing Plate, Edition) Collograph Sketching Mixed Media 	<ul style="list-style-type: none"> Abstract/Realistic/Non-representational Portrait Pop-Art Cubism 	<ul style="list-style-type: none"> Museum Curator Graphic Artist/Designer Media Artist

CONNECTIONS & NOTES: Eighth Grade

Art Kit Connections for Eighth Grade		Art Product
See Project ARTiculate website for additional lesson plans appropriate for Eighth Grade.		

NOTES

ALASKA ARTS CONTENT STANDARDS

A

A student should be able to create and perform in the arts.

A student who meets the content standard should:

1. participate in dance, drama, music, visual arts, and create writing;
2. refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
3. appropriately use new and traditional materials, tools, techniques, and processes in the arts;
4. demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
5. collaborate with others to create and perform works of art;
6. integrate two or more art forms to create a work of art; and
7. investigate careers in arts production.

B

A student should be able to understand the historical & contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

1. recognize Alaska Native cultures and their arts;
2. recognize United States and world cultures and their arts;
3. recognize the role of tradition and ritual in the arts;
4. investigate the relationships among the arts and the individual, the society, and the environment;
5. recognize universal themes in the arts such as love, war, childhood, and community;
6. recognize specific works of art created by artists from diverse backgrounds;
7. explore similarities and differences in the arts of world cultures;
8. respect differences in personal and cultural perspectives; and
9. investigate careers relating to arts history and culture.

ALASKA ARTS CONTENT STANDARDS

C

A student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

1. know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
2. examine historical and contemporary works of art, the works of peers, and the student's own works as follows:
 - a. identify the piece;
 - b. describe the use of basic elements;
 - c. analyze the use of basic principles;
 - d. interpret meaning and artist's intent;
 - e. express and defend an informed opinion;
3. accept and offer constructive criticism;
4. recognize and consider an individual's artistic expression;
5. exhibit appropriate audience skills; and
6. investigate careers relating to arts criticism.

D

A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

1. make statements about the significance of the arts and beauty in the student's life;
2. discuss what makes an object or performance a work of art;
3. recognize that people tend to devalue what they do not understand;
4. listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
5. consider other culture's beliefs about works of art;
6. recognize that people connect many aspects of life through the arts;
7. make artistic choices in everyday living; and
8. investigate careers related to the search for beauty and meaning, which is aesthetics.

**Art enables us
to find ourselves
and lose ourselves
at the same time.**

Thomas Merton



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