

*Students will be able to:* MATERIALS, METHODS, AND TECHNIQUES

Drawing

- Draw using a variety of materials. (*pencils, crayons, water-based markers, oil crayons and chalk*)
- Draw from memory, imagination, or observation.
- Express individual ideas, thoughts, and feelings through drawing.
- Draw using a variety of materials (*charcoal, pen and ink*) to create composition.
- Use and learn appropriate vocabulary related to methods and materials and techniques.

Painting

- Paint using basic painting tools. (*tempera or liquid school acrylics, string, brushes, sponges, fingers, found objects*)
- Express individual ideas, thoughts, and feelings through painting.
- Paint as a group to create a composition to create a theme.
- Use and learn appropriate vocabulary related to methods and materials and techniques.

Printmaking

- Create prints by manipulating and designing a variety materials cardboard glued on a block, cut rubber shapes facsimile linoleum, woodcuts, or facsimile.
- Express individual ideas, thoughts and feelings through printmaking.
- Use and learn appropriate vocabulary related to methods and materials and techniques.

Sculpture: Modeling and Assemblage

- Identify sculpture as three-dimensional.
- Differentiate between sculpture and two dimensional art.
- Hand model, carve, and/or assemble clay into a composition using simple tools and techniques. (*fingers, kitchen utensils, toothpicks*)
- Express individual ideas, and feelings through sculpture.
- Construct three dimensional works of art from a variety of materials. (clay, wood, plastic, wire, cardboard, paper, paper mâché, boxes, plaster, and other materials)
- Use and learn appropriate vocabulary related to methods and materials and techniques.

Fiber and Textiles

- Express individual ideas, thoughts, and feelings through using fiber and textiles
- Recognize the variety of characteristics and texture of fiber. (*natural, synthetic, heavy, light, rough, smooth, loosely woven, tightly woven*)
- Arrange a variety of materials to create a textile composition. (*string, yarn, natural fabrics, synthetic fabric, plastic*)
- Create a textile composition from a variety of methods. (*knotting, weaving, stitchery, batik*)
- Use and learn appropriate vocabulary related to methods and materials and techniques.

## Collage and Mosaic

- Express individual ideas, thoughts, and feelings, through creating collage and/or mosaic.
- Arrange a variety of materials to create a collage composition. (*fiber, paper, found objects, string, cardboard, plastic*)
- Arrange a mosaic composition using paper.
- Create within a group a composition through collage or mosaic.
- Use and learn appropriate vocabulary related to methods and materials and techniques.

## Safety in Art Process

- Demonstrate a cautious awareness and respect of art tools and materials.
- Demonstrates consistency and properly caring for and cleaning art tools and art area.

Students will be able to: *ELEMENTS OF ART AND PRINCIPLES OF DESIGN*

## Line

- Explore line in art.
- Identify types of lines. (*straight, curved, wavy, broken, dotted, broad, zig zag, diagonal, horizontal, and continuous*)
- Create line with a variety of art tools and media.
- Use line to create shape and form.
- Use line to create pattern and texture.
- Use line to create rhythm.
- Identify and use line as being one element of design.

## Color

- Explore color in art.
- Name and identify primary and secondary colors.
- Mix secondary colors using primary colors.
- Name and identify intermediate colors.
- Mix intermediate colors from primary and secondary colors.
- Name and use cool colors in a composition.
- Name and use warm colors in a composition.
- Recognize value and lightness and darkness of a color. (*pink is a light value of red; maroon is a dark value of red*)
- Mix tints (*light values*) by adding colors to white and shades (*dark values*) by adding black to colors
- Name and use neutrals. (*black, white, gray*)
- Identify and use simple color harmonies (*schemes*) in a composition.
- Define and identify the three qualities of color, hue, value, and intensity.
- Identify and use color as being one element of design.

## Shape

- Explore shape in art.
- Identify shape as an area enclosed by a line
- Name and identify geometric and organic shapes. (*triangle, square, circle*)
- Arrange shapes to create a composition.
- Recognize shape as being two dimensional.
- Identify and use shape as being one element of design.

## Texture

- Explore texture in art.
- Name and identify a variety of textures. (*rough, smooth, shiny, dull*)
- Identify texture as a look and feel of a surface.
- Create texture in a composition using a variety of materials and tools.
- Differentiate between tactile and visual and texture.
- Identify and use texture as being one element of design.

## Form

- Introduce form as an element of design.

## Space

- Explore space in art.
- Identify positive space as the area within shapes and forms.
- Identify negative space as the area outside shapes and forms.
- Identify and use space as being one element of design.

*Students will be able to:*

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*PRINCIPLES OF DESIGN*

## Balance

- Explore balance in art.
- Recognize balance as an arrangement that achieves equilibrium in the eyes of the viewer.
- Identify symmetrical (formal) balance in a composition.
- Identify asymmetrical (informal) balance in a composition.
- Identify radial (from the center) balance in a composition.
- Identify and use balance of one principle of design.

## Variety

- Explore variety in art.
- Identify variety as a means of adding interest to art work.
- Recognize variety in texture of art work.
- Recognize variety in size and shape in art work.
- Recognize variety in color of art work.
- Identify and use variety as one principle of design.

## Pattern

- Explore pattern in art.
- Identify pattern as the regular repeat of line, texture, color, shape, or form (*or any combination of these*) to produce an art work.
- Identify and use pattern as a principle of design.
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- Identify pattern as the regular repeat of line, texture, color shape, or form (*or any combination of these*) to produce an art work.
- Identify and use pattern as a principle of design.

## Proportion

- Explore proportion in art.
- Identify as the size relationship between parts of a composition to each other and to the whole.
- Identify the use of proportion to indicate distance. (*large shapes are close up; small shapes are far away*)
- Identify and use proportion as an element of design.

## Rhythm

- Explore rhythm in art work.
- Identify rhythm as being achieved by the repetition of line, shape, color, texture, or patterns, in a work of art.

OBSERVATION, ABSTRACTION  
INVENTION, AND EXPRESSION

Students will be able to:

- Create two- and three-dimensional art work from direct observation. (*students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap*)
- Create two- and three-dimensional expressive artwork that explores abstraction. (*a student simplifies and image by making decisions about essential colors, lines or textures*)
- Create two- and three-dimensional artwork from memory or imagination to tell a story or embody an idea or fantasy. (*students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey idea such as friendship*)

Students will be able to:

DRAFTING, REVISING AND EXHIBITING

- Select work or works created during the year and discuss with a parent, classmate, or teacher, explain how the work was made and why it was chosen for discussion. (*a third grader chooses a painting and tells how she mixed the colors, and talks about the decision she made*)
- Select works for exhibition and work as a group to create a display.
- As a class, develop and use criteria for informal classroom discussions about art.

Students will be able to:

CRITICAL RESPONSE

- In the course of making and viewing art, learn ways of discussing it (*by making a list of all the images seen in the art work; visual inventory*) and identifying kinds of color, line, texture, shape, and forms in the work.
- Classify art works into general categories. (*paintings, printmaking, collage, sculpture, pottery, textiles, architecture, photography*)
- Describe similarities and differences in works, and present and personal responses to the subject matter, materials, techniques, and use of design in artworks.

Students will be able to:

PURPOSES OF THE ARTS

- Identify the functional purpose of examples of folk art, visual arts and architecture from the United States and world cultures.
- Describe applications and use of art in daily life in the present.

*Students will be able to: ROLES OF ARTISTS IN THE COMMUNITY*

- Describe the kind of work done by artists such as illustrators, painters, sculptors, craftspeople, designers or architects
- Describe the roles of artists in specific cultures and periods, and compare their similarities and differences, considering aspects such as; the conditions under which artists created or exhibited work in the status artists the sources of support for the arts; and the ways, such as apprenticeships or training, in which students learn the skill the knowledge that qualify them to produce or perform artistic work.
- Identify careers in a least one art form.

*Students will be able to: CONCEPTS OF STYLE, STYLISTIC INFLUENCE AND STYLISTIC CHANGE*

- Identify characteristic features of visual art of native populations and immigrant groups to America. (*North American Cultures of the east coast, plains and southwest and styles of folk and fine arts and immigrant groups from European, Latin America, Asian, and Middle Eastern countries*)
- Identify characteristic features of the visual arts of world civilizations. (*ancient Egypt, Africa, Asia, Greece, and Rome*)
- Create works inspired by historical and cultural styles.

*Students will be able to: INVENTIONS TECHNOLOGIES AND THE ARTS*

- Identify how the availability of materials and technologies affect artistic productions.
- Identify and describe examples of how the discovery of new inventions and technologies of the availability of new material brought about change in the arts in various time periods and cultures.
- Identify and describe examples of how artist make innovative uses of technologies and inventions.

*Students will be able to: INTERDISCIPLINARY CONNECTIONS*

- Integrate knowledge of visual arts and apply the arts to learning other disciplines
  - Use visual art skills to illustrate understanding of a story read in English Language Arts.
  - Use visual art skills to clarify concepts in mathematics.
  - Use visual art skills to enhance understanding history and geography.
  - Use visual art skills to understand physical science and technology.
  - Use visual art skills to help understand the connections between music and art.