

## KINDERGARTEN ART

### Course Description

Art Education at the kindergarten level encourages early discovery, exploration and experimentation through the introduction of various art media, tools, processes and techniques. Individual expressive solutions to repeated experiences with tools and media encourage the students to experiment and expand their previous awareness. Perceptual, sensory and manipulative development in the students is emphasized at this time. Kindergarten lessons are intended to develop a positive attitude towards art and to foster life-long enthusiasm and curiosity about artists and art experiences.

### Essential Learning Results

The students will:

1. Begin to make choices in creating their artwork.
2. Begin to learn how art relates to their everyday life and activities.
3. Begin to develop an awareness of visual symbols in their world that express thoughts and feelings.
4. Begin to expand their perceptual awareness through a variety of sensory experiences.
5. Begin to talk about their work and the work of others.
6. Begin to recognize, name, reproduce and compare the basic shapes.
7. Begin to be aware of line variety and use various lines in artwork.
8. Begin to understand such relationships as above and below, large and small, few and many, alike and different.
9. Begin to become aware that objects can be arranged together in an order.
10. Begin to recognize and name the basic colors (red, yellow, blue, orange, green, violet, black, brown and white).
11. Begin to properly manipulate art materials such as scissors, crayons, markers, chalk, glue, pencils, brushes, paints, paper and clay to the best of their ability.
12. Begin the skills of curling, folding, cutting, bending and tearing materials to create two and three-dimensional compositions.

13. Begin to recognize the works of famous artists such as Mary Cassatt, Henri Rousseau and Paul Klee, as well as the arts of various cultures.

# FIRST GRADE ART

## Course Description

In first grade, students expand their ability to create with varied art materials. Manipulative techniques and processes are expanded, and observational skills and concepts of line and shape are stressed. Social skills such as sharing and respect for the work of others are emphasized. Students become aware of their roles and the role of artists in shaping the immediate environment. They should also become aware that art is a worthy endeavor.

## Essential Learning Results

The students will:

1. Discover the importance of using their senses to create visual expressions.
2. Recognize different styles and forms of visual arts, (e.g., painting, drawing, collage, sculpture, printmaking and crafts).
3. Distinguish and explore the difference between line and shape.
4. Increase their ability to organize space using lines and shapes.
5. Recognize geometric forms and shapes which combine to become symbols for representing objects and people.
6. Know the difference between geometric and organic shapes and be able to cut out the basic shapes.
7. Understand such relationships as above and below, large and small, few and many, alike and different.
8. Develop ability to name and describe various art tools and their function.
9. Learn to perceive details and visually interpret images in the world around them.
10. Use art experiences as a way to explore their immediate environment.
11. Increase their ability to interact within a group.
12. Study the lives and works of famous artists such as Henri Matisse, Winslow Homer and Faith Ringgold, as well as the arts of various cultures.

## SECOND GRADE ART

### Course Description

In second grade, textural qualities and color relationships are emphasized. Social and communication skills are further developed through group projects. Students are encouraged to express themselves through art and to appreciate their own uniqueness. Students will refine observational skills to become more aware of the environment, and to be able to critique a major work of art.

### Essential Learning Results

The students will:

1. Recognize and explore many artistic styles and forms.
2. Begin to appreciate art forms from other cultures.
3. Recognize basic shapes and forms within nature.
4. Become aware of textures and color in their environment and be able to use them in their artwork.
5. Discover more about the properties and characteristics of color through experimenting with a variety of art materials, (e.g., paint, pastels, crayon and colored papers).
6. Recognize that color affects and expresses emotions.
7. Recognize and identify primary and secondary colors.
8. Learn how to mix colors for desired effects.
9. Use greater details in their artwork.
10. Begin to arrange line, shape, color and texture into unified compositions.
11. Recognize the artist's role and possible contributions in society.
12. Identify works of artists such as Vincent Van Gogh, Diego Rieverot and Louise Nevelson, as well as arts of various cultures.

## THIRD GRADE ART

### Course Description

In third grade, the concepts of space and dimension are emphasized. The students will recognize and work with spatial relationships in two and three-dimensions. Pattern and order are studied. Composition as a fundamental principle of art is stressed. Students may expand their awareness of the value of art throughout history.

### Essential Learning Results

The students will:

1. Explore the properties of space, (e.g., open, contained, positive and negative).
2. Appreciate the different ways in which artists interpret and control space.
3. Consciously arrange objects in two-and three-dimensional compositions.
4. Study and discuss composition and space as it occurs in natural and fabricated environments.
5. Use blending and mixing of colors to affect and achieve better spatial relationships.
6. Explore ways to show space on a two-dimensional plane through the overlapping of objects, atmospheric space, size relationships and placement of objects in space.
7. Become aware of art careers that use the elements of space, (e.g., architects, sculptors and interior designers).
8. Become flexible in their creative process.
9. Learn that expressive qualities of art are not restricted to a particular style, (e.g., realism, representational and abstraction).
10. Use detail with greater accuracy.
11. Become aware of interpretation of space and form through the works of artists such as Alexander Calder, Fredrick Remmington and Maria Martinez, as well as the arts of various cultures.

## FOURTH GRADE ART

### Course Description

In fourth grade, emphasis will be placed upon the ability of the students to appreciate the value of their own artwork. Students will be introduced to the concept of abstraction to help them realize that expressive qualities of art are not restricted to any particular style. Art history will continue to be discussed and looked at. Students also make conscious decisions about their preferences in art. Patterns and order are stressed. Students begin to identify elements of design and principles of art.

### Essential Learning Results

The students will:

1. Share expressions and experiences with others through their artwork.
2. Become aware that imagination and fantasy are important to an artist.
3. Use the principles of pattern, (e.g., ordering, repetition and proportion in their composition).
4. Explore and use the elements of design to create pattern.
5. Explore different techniques and ways of drawing.
6. Develop sensitivity to the potentials and limitations inherent in different art materials and techniques.
7. Use designs from other cultures to expand their choice of subject matter in their artwork.
8. Further develop the ability to judge when a piece of work is completed.
9. Evaluate their own creative work and that of others.
10. Recognize that their choices may be influenced by their peers.
11. Study a variety of examples of modern art.

12. Relate modern art forms to their environment using knowledge of art elements and principles of design.
13. Understand and apply the art concepts of abstraction in their creative efforts.
14. Examine works of such artists as Pablo Picasso, Romare Bearden and I.M. Pei.

## **FIFTH GRADE ART**

### Course Description

In fifth grade, color relationships and value are emphasized. Students study and apply art principles, (e.g., balance, dominance, contrast and unity), to their artwork. Students will continue to learn to value and respect their own work and the work of others. Students will view and critique works of historic and contemporary art to enhance their appreciation and understanding of the intermingling of art and culture.

### Essential Learning Results

The students will:

1. Appropriately use vocabulary of art terms through actual use and discussion.
2. Explore and experiment with a variety of possibilities for solving a creative problem.
3. Express their original ideas and observations in unique ways using personal styles.
4. Recognize that symbolism is commonly used by various cultures.
5. Become aware of the reasons for creating art and artifacts, (e.g., their own and other cultures; functional and aesthetic).
6. Recognize and discuss the roles of artists, architects and designers in shaping their environment.
7. Recognize that many careers require art skills.
8. Understand and apply that the knowledge of the elements and principles help determine the aesthetic choices made in their artwork and in their everyday life.
9. Study and apply various color schemes, (e.g., monochromatic, analogous, complementary and tertiary).
10. Discriminate between tints, shades, color schemes, and warm and cool colors.
11. Examine the works of such artists as Hokusai, Frank Lloyd Wright, Marc Chagall and Georgia O'Keeffe, as well as art from other cultures.

## **Art History and Culture Curriculum**

Boulder Valley art teachers will take a lead in promoting cultural pluralism and diversity in the Boulder Valley School District.

Cultural Pluralism is no longer a debatable academic issue, but the undeniable reality of the American experience. As visual art teachers our knowledge and appreciation of cultural diversity has always been an essential part of our discipline.

Teachers are challenged through a flexible curriculum to attain greater autonomy in the implementation, interpretation and promotion of this curriculum. With the extended freedom of this curriculum comes the responsibility of being a vocal advocate for multicultural education.

The selection of three artists for study at each grade level is based on two criteria:

1. Significance of the artists and art of a culture as a major force in the visual arts.
2. Appropriateness for use in teaching grade level objectives.

Three artists are required for study at each grade level, except at 5<sup>th</sup> where there are four required. There is a list of artists and cultures that may be included in the curriculum as appropriate. Art teachers may wish to use the lessons included to extend their art appreciation studies.

<b><u>Grade</u></b>	<b><u>Artist</u></b>
Kindergarten	Mary Cassatt Henri Rousseau Paul Klee
First	Henri Matisse Winslow Homer Faith Ringgold
Second	Diego Rivera Vincent Van Gogh Louise Nevelson
Third	Maria Martinez Alexander Calder Fredrick Remmington

Fourth

Pablo Picasso  
Romare Bearden  
I.M. Pei

Fifth

Hokusai  
Frank Lloyd Wright  
Marc Chagall  
Georgia O'Keeffe