

GRADE K ART

Description

All students in kindergarten art will learn to use tools and materials safely. All students will be able to identify colors and shapes in their world. They will understand how line is used to create shapes and forms. Students will be able to differentiate between two dimensional and three dimensional art.

Course Overview

Course Objectives

Students will be able to:

- Recognize basic shapes and the difference between a line and a shape.
- Identify and recognize colors in their world.
- Understand how to use scissors and all art tools safely and correctly.
- Understand how line is used to create shapes and forms two dimensional and three dimensional forms.
- Understand how lines are used to create shapes and forms.

Essential Questions

- How can we use scissors successfully?
- How can we glue effectively?
- What shapes are in our world?
- Where do you see color in the world?
- Where do you see forms in the world?
- What lines can you see in the world?

Sample Performance Assessments

- Explore cutting and gluing through collage and paper construction.
- Identify colors in their art work and the world around them.
- Experience the difference between a two-dimensional and a three-dimensional form.
- Explore the difference between a line and a shape.

Content Outline

- I. Unit 1 – Cutting and Gluing
- II. Unit 2 – Identifying Colors
- III. Unit 3 – Identifying Shapes
- IV. Unit 4 – Line
- V. Unit 5 – Introduction to Form

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas:

- Media
- Connections

Grade Level Skills

- Be able to use the correct scissor grip when cutting straight and curved lines.
- Be able to apply glue neatly and select and use various methods for applying glue.
- Be able to adhere materials securely.
- Select colors that express an idea.
- Use light and dark colors.
- Overlap colors.
- Create art work with primary colors.
- Draw and cut geometric shapes.
- Use shapes within a composition.
- Draw a variety of lines.
- Use tools and manipulate materials to build a representational form.

KINDERGARTEN: Cutting and Gluing

Standards

Students will understand, select and apply media techniques and processes. Students will use art media and tools in a safe and responsible manner.

Unit Objectives

- Students will be able to:
- Understand how to use scissors safely.
 - Identify the correct scissor grip.
 - Recognize cutting on lines.
 - Understand how to use glue neatly.
 - Identify the various methods of gluing for each task.

Essential Questions

- How can we use scissors in our daily lives?
- How can we glue effectively?

Focus Questions

- How do I hold scissors correctly to cut various materials?
- What is the correct application of glue?

Sample Performance Assessments

- Collage
- Paper construction
- Paper mobiles
- Cutting areas within an art composition

Resources

- Exemplar Artists such as Matisse, Mondrian, Miro, Kandinsky, Eric Carle Ezra Jack Keats
- Children’s books such as: The Very Hungry Caterpillar, Peter’s Chair
- Constellation Series of Posters on Miro

Materials

- Various papers
- White glue and glue sticks
- Scissors
- Collage materials
- Colored Foam Sheets
- Popsicle Sticks

Skill Objectives

- Students will:
- Be able to use the correct scissor grip.
 - Be able to cut straight and curved lines.
 - Be able to apply glue neatly.
 - Be able to select and use various methods for applying glue.
 - Be able to adhere materials securely.

Technology Resources

- Dropping In On Series of DVD’s
- www.kinderart.com
- www.incredibleartdepartment.com

Differentiated Instruction

- Adaptive glue sticks
- Adaptive scissors
- Additional drawing exercises for gifted students
- Additional time as rewards for students during Art class times.

Sample Historic and Cultural Connections

- Mondrian, Miro, Kandinsky
- Native American Cultures
- Mexican Art
- Chinese Art

KINDERGARTEN: Identifying Colors

Standards

Students will make connections between the visual arts, other disciplines and daily life. Students will demonstrate understanding of how the visual arts are used in the world around us.

Unit Objectives

Students will be able to:

- Identify and recognize colors in their world.
- Understand the difference between lights and darks in color.
- Recognize and understand primary colors and their source.

Essential Questions

- Where do you see color in the world?

Focus Questions

- What are the colors around us?

Sample Performance Assessments

- Collage
- Resist painting
- Abstract tempera painting
- Painting people
- Responding to children's books

Resources

- Applicable storybooks such as, Mouse Paint, White Rabbit's Color Book, and Color Dance, The Color Tree
- Color Wheels
- Color paddles
- Posters of artist's work such as Mondrian

Materials

- Tempera paint or cakes
- Watercolors
- Brushes
- Crayons
- Oil pastels
- Various colored papers
- Collage materials

Skill Objectives

Students will:

- Select colors that express an idea.
- Use light and dark colors.
- Overlap colors.
- Create art work with primary colors.

Technology Resources

- www.mrsbrownart.com
- www.deepspacesparkle.com
- www.crayola.com

Differentiated Instruction

- Adaptive markers and crayons
- Color paddles
- Slant boards
- Extra time and materials

Sample Historic and Cultural Connections

- Kandinsky, Matisse, Mondrian, Miro
- Mexican culture

KINDERGARTEN: Identifying Shapes

Standards

Students will make connections between the visual arts, other disciplines and daily life. Students will demonstrate understanding of how the visual arts are used in the world around us.

Unit Objectives

Students will be able to:

- Understand the difference between a line and a shape.
- Recognize geometric shapes.
- Recognize invented shapes.
- Identify shapes in the world around them.

Essential Questions

- What shapes are in our world?

Focus Questions

- What is a square?
- What is a rectangle?
- What is a circle?
- What is a triangle?

Sample Performance Assessments

- Cutting and gluing shapes
- Create tracer.
- Rubbings
- Model magic or clay to create three dimensional forms

Resources

- Applicable Storybooks such as Mouse Shapes, When a Line Bends a Shape Begins
- Exemplar artists such as Mondrian, Kandinsky, Calder.

Materials

- Various papers
- Markers and crayons
- Scissors
- Glue
- A variety of paints
- Three dimensional materials

Skill Objectives

Students will:

- Draw and cut geometric shapes.
- Invent made up shapes.
- Use shapes within a composition.
- Use shapes to create recognizable objects.

Technology Resources

- www.teacherdiscovery.com
- www.deepspacesparkle.com
- www.incredibleartdepartment.com

Differentiated Instruction

- Stencils and templates
- Adaptive scissors
- Adaptive brushes
- Molds and manipulatives

Sample Historic and Cultural Connections

- Calder mobiles, stabiles
- Mondrian, Miro
- Mexican Art
- Native American patterns

KINDERGARTEN: Line

Standards

Students will make connections between the visual arts, other disciplines and daily life. Students will demonstrate understanding of how the visual arts are used in the world around us.

Unit Objectives

Students will be able to:

- Identify various types of lines.
- Recognize lines in their environment.
- Understand how lines can create shapes and forms.

Essential Questions

- What lines can you identify in the world?

Focus Questions

- What is a straight line?
- What is a zig zag line?
- What is a wavy line?
- What is a dotted line?

Assessments

- Watercolor resist
- Pencil and marker drawings
- Painting a variety of lines
- Wire on a two dimensional surface

Resources

- Applicable storybooks such as: Taking a Walk with a Line, & Harold and the Purple Crayon
- Posters demonstrating a variety of lines

Materials

- Pencils
- Fine and broad line markers
- Paper
- Straight edge
- Watercolors
- crayons

Skill Objectives

Students will:

- Draw a variety of lines.
- Use lines to create shapes.
- Use lines to create a pattern.
- Make trace lines.
- Draw thin and thick lines.

Technology Resources

- Samples on the internet that show where lines exist in nature and in everyday life
- Smart boards to experience and demonstrate line
- www.sharpies.com

Differentiated Instruction

- Adaptive markers and crayons
- Larger pencils
- Grips
- Larger paper

Sample Historic and Cultural Connections

- Keith Haring
- Giacometti
- Native American design work
- Early American Quilts

KINDERGARTEN: Introduction to Form

Standards

Students will make connections between the visual arts, other disciplines and daily life. Students will demonstrate understanding of how the visual arts are used in the world around us.

Unit Objectives

- Students will be able to:
- Understand the difference between a shape and form.
 - Differentiate between two dimensional and three dimensional art.
 - Recognize forms in their world.
 - Identify sculpture.

Essential Questions

- Where do you see forms in the world?

Focus Questions

- What is the difference between a circle and a sphere?
- What is the difference between a square and a box?

Sample Performance Assessments

- Pinch pots
- Clay animals/dinosaurs
- Stables
- Clay beads
- Paper sculpture - curls, zigzags, fringes

Resources

- Set of 3-dimensional forms
- Artists such as: Alexander Calder, Andrew Goldsworthy, Miro
- Posters demonstrating forms

Materials

- Clay or Model magic
- Various recycled materials
- Popsicle sticks
- Glue
- Scissors
- A variety of materials to create textures

Skill Objectives

Students will:

- Combine and attach materials to create a form.
- Use tools to build and enhance forms.
- Manipulate materials to build a representational form.

Technology Resources

- Samples from the internet of forms in our environment
- www.modelmagic.com
- www.dickblick.com

Differentiated Instruction

- Foil
- Adaptive scissors
- Large three dimensional objects

Sample Historic and Cultural Connections

- Andrew Goldsworthy's cairns
- Grand Canyon
- Bears and Dinosaurs

GRADE 1 ART

Description

All students in first grade art will learn to explore color and color mixing. All students will be able to identify and manipulate a variety of shapes, textures and forms in their environment. Students will use different media, techniques and processes to communicate ideas, feelings, experiences, and stories.

Course Overview

Course Objectives

Students will be able to:

- Identify the primary and secondary colors.
- Identify symmetrical, organic and geometric shapes.
- Identify patterns and recognize various textures.
- Identify and differentiate between 2D and 3D forms.

Essential Questions

- How is color used in our artwork?
- How do we use shapes in our artwork?
- What is a pattern? What is texture?
- How is form used in our art making?

Sample Performance Assessments

- Landscape painting showing the time of day, a season, or an environment.
- Overlapping tissue papers to make new colors.
- Drawing figures, or animals, using shapes
- Symmetry in nature, such as symmetrical Butterflies.
- Simple weaving on burlap, or paper.
- Quilt patterns, jewelry patterns.
- Texture plate rubbings, printmaking and stamps.
- Model Magic, or ceramic animals
- Foam and twisted paper shapes and forms
- Sculpting with found objects (i.e. sticks, shells, etc.).

Content Outline

- I. Unit 1 – Color
- II. Unit 2 – Shapes
- III. Unit 3 – Patterns and Textures
- IV. Unit 4 – Three Dimensional Form

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas:

- Media
- Connections

Grade Level Skills

Students will:

- Mix primary colors to make secondary colors.
- Select and apply colors to feelings and ideas.
- Draw and cut geometric and organic shapes.
- Create shapes in different scales and various sizes.

		<ul style="list-style-type: none">• Produce symmetrical shapes.• Create “AB” and “ABC” patterns.• Make textural rubbings.• Use a variety of materials to create a three dimensional form.
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GRADE 1: Color

Standards

Students will understand, select and apply media, techniques and processes. Students will differentiate between a variety of media, techniques, and processes.

Unit Objectives

Students will be able to:

- Identify the primary and secondary colors.
- Understand how to mix the primary colors to create secondary colors.
- Identify warm and cool colors.
- Recognize where colors exist in our world.

Essential Questions

- How is color used in our artwork?

Focus Questions

- What are the primary colors?
- What are the secondary colors?
- What are warm and cool colors?
- Where do colors exist around us?

Sample Performance Assessments

- Landscape painting showing the time of day, a season, or an environment
- Overlapping tissue papers to make new colors
- Symmetrical and asymmetrical painting
- Miro transparencies
- Eric Carle painted papers and collaged compositions

Resources

- The Color Wheel
- Refer to artists such as: Mondrian, Miro, Van Gogh, Kandinsky, Seurat
- Children's books such as: Mouse Paint, The Rainbow Goblins, The Color Tree, The Yellow Cow Sees the World in Blue, Little Blue and Little Yellow, Color Dance
- Color Paddles

Materials

- Paint
- A wide variety of paper, such as tissue paper
- Oil pastels
- Brushes
- Drawing materials such as crayons and markers
- Model Magic
- Crayons
- Colored chalk
- Colored cellophane

Skill Objectives

Students will:

- Mix primary colors to make secondary colors.
- Select and apply colors to feelings and ideas.
- Select colors to create an environment, such as night or day.
- Use warm or cool colors as it applies to their work.

Technology Resources

- www.crayola.com
- www.dickblick.com
- Smart boards to demonstrate color mixing

Differentiated Instruction

- Sponges
- Large brushes
- Foam stampers
- Texture paddles
- Additional instructions, such as dry brush and blending techniques, for gifted students

Sample Historic and Cultural Connections

- Study for Composition No. 2, Wassily Kandinsky
- Significance in cultural celebrations (i.e. Chinese New Year)
- "New York", Franz Kline
- "Parade", Jim Steven

GRADE 1: Shapes

Standards

Students will understand, select and apply media, techniques and processes. Students will differentiate between a variety of media, techniques, and processes.

Unit Objectives

Students will be able to:

- Identify symmetrical shapes.
- Identify organic shapes.
- Identify geometric shapes.
- Recognize types of shapes in the environment.

Essential Questions

- How do we use shapes in our artwork?
- How do we recognize shapes in our environment?

Focus Questions

- What is the line of symmetry?
- What is the difference between an organic shape and a geometric shape?

Sample Performance Assessments

- Overlapping shapes to create object constancy, such as using organic shapes.
- Drawing figures, or animals, using shapes.
- Landscapes drawn using geometric shapes.
- Symmetry in nature, such as symmetrical butterflies.
- Using pattern blocks to create symmetrical shapes.

Resources

- Applicable children's books such as The Shape of Things,
- Exemplar artists such as Matisse, Miro, and Picasso, Van Gogh
- Tangrams

Materials

- Various types of paper
- Scissors
- Markers and crayons
- Pencils
- Glue
- Paint
- Pattern blocks

Skill Objectives

Students will:

- Draw and cut geometric shapes.
- Draw and cut organic shapes.
- Create shapes in different scales.
- Create shapes in various sizes.
- Produce symmetrical and asymmetrical shapes.

Technology Resources

- www.dickblick.com
- www.nationalgeographics.com for shapes in nature
- www.mindenpictures.com
- www.moma.org
- www.amnh.org

Differentiated Instruction

- Stencils
- Fractal magnets
- Adaptive scissors
- Adaptive brushes
- Tangrams for gifted students

Sample Historic and Cultural Connections

- Analyze how art/artists influence time periods, events, or society (i.e. Picasso, Miro, Chirroco) explore the artistic tools, processes, and subjects representative of major periods or styles; explore contemporary American artwork; distinguish ways that arts inform vs. entertain.

GRADE 1: Patterns and Introduction to Texture

Standards

Students will understand the visual arts in relation to history and cultures. Students will recognize that the visual arts have a history and a variety of cultural purposes and meanings.

Unit Objectives

Students will be able to:

- Identify “AB” and “ABC” patterns.
- Discuss patterns in works of art.
- Recognize patterns in the environment.
- Understand how patterns are used in collage.
- Recognize various textures.

Essential Questions

- What is a pattern?
- What is texture?

Focus Questions

- How do you create a pattern with line, color, and shape?
- Where do we find patterns in our world?
- Where do we find texture around us?

Sample Performance Assessments

- Necklaces with patterns
- Simple weaving on burlap, or paper
- Cozy quilts
- Texture plate rubbings
- Printmaking/stamping

Resources

- Exemplar Artists such as Klimt, Matisse, Faith Ringgold
- Cultural references such as mosaics, jewelry, architecture, aboriginal art
- Posters demonstrating patterns
- Pattern Fish
- Textured surfaces in the immediate environment

Materials

- Paint
- Markers and crayons
- Paper
- Scissors and glue
- Beads, burlap, yarn, colored straws
- Model magic
- Wallpaper and other patterned papers
- Textured surfaces for rubbings
- Fabric

Skill Objectives

Students will:

- Create “AB” and “ABC” patterns.
- Use line, color, and/or shape to create a pattern.
- Do collage patterns.
- Make textural rubbings.
- Create textures.

Technology Resources

- www.americancraftmuseum.com
- www.princetonol.com
- www.fiberarts.com

Differentiated Instruction

- Stencils
- Large manipulatives
- Graph paper patterns for gifted students

Sample Historic and Cultural Connections

- Examine how patterns in art have been used as a means of communication for different cultures such as Middle Eastern cultures.
- Explore the use of texture and pattern in clothing of different cultures, such as African cloths Cassat, Kahlo, Durer.
- Native American beading and weaving.
- African Masks

GRADE 1: Three Dimensional Form

Standards

Students will understand, select and apply media, techniques and processes. Students will differentiate between a variety of media, techniques, and processes.

Unit Objectives

Students will be able to:

- Identify and differentiate between 2D and 3D forms.
- Understand how to create form and how it exists in space.
- Recognize 3D forms in the environment.
- Recognize how three dimensional forms can communicate ideas and feelings.

Essential Questions

- How is form used in our art making?
- Where do we find form in nature?

Focus Questions

- How do you create a form using organic or geometric shapes?
- Where do we find forms in our room or surroundings?
- How can we combine forms to create structure?

Sample Performance Assessments

- Model Magic, or ceramic animals.
- Foam shape forms: either animals or portraits, or other representational forms.
- Pop-up books to make forms.
- Foam packing peanut sculptures, corn starch.
- Twisted paper forms.
- Sculpting with found objects (i.e. sticks, shells, etc.).
- Colored plastic coated wire forms.

Resources

- The Elements of art poster titled “Form”
- Refer to artists such as: Calder, Picasso, Miro, Michelangelo
- Robert Sabuda, “Alice’s Adventures in Wonderland: A Pop-Up Adaptation” and “Cookie Count: A Tasty Pop-Up.”
- Artist prints
- Live artist example
- Sculpture examples

Materials

- Paper
- Model Magic
- Clay
- Glazes
- Foam shapes/sheets
- Glue
- Pipe cleaners
- Cardboard
- Scissors
- Wikki sticks

Skill Objectives

Students will:

- Create sculptures that use pre-existing forms to create structure.
- Create forms that can communicate feelings, ideas or stories.
- Select forms to create an environment or habitat.
- Use a variety of materials to create a three dimensional form.

Technology Resources	Differentiated Instruction	Sample Historic and Cultural Connections
<ul style="list-style-type: none"> • www.artforsmallhands.com • www.dickblick.com • www.amaco.com • <u>DVD: “I Can Fly” (Kids and Creativity)</u> • www.nasco.com 	<ul style="list-style-type: none"> • Pre-cut shapes • Tracers • More detailed forms for gifted students • Shape sorter 	<ul style="list-style-type: none"> • Oaxocana - Native American forms • South American face vessels • African sculpture, masks • Wayne Thiebaud - everyday objects represented as form on canvas • Pop Art

GRADE 2 ART

Description

Students in grade 2 will learn how colors, color mixing and painting can be used to express feelings and communicate ideas. Grade 2 Art students will learn to recognize spatial relationships in their environment and in their work.

Course Overview

Course Objectives

Students will be able to:

- Understand how colors can express feelings and communicate ideas.
- Discuss how various artists use color.
- Identify primary and secondary colors.
- Discuss a variety of artists and their paintings subject matter.
- Distinguish the difference between the foreground, middle ground and background.
- Understand overlapping.
- Define three dimensional, (3D).
- Identify three dimensional forms in their environment.
- Discuss historical and cultural examples of three dimensional art.

Essential Questions

- Where is color found in our world?
- What is painting?
- What is depth?
- What is a three dimensional (3D) form?

Sample Performance Assessments

- Seasonal interpretations in painting
- Rousseau collages
- Tissue paper landscapes
- Landscape painting (Foreground/background, atmospheric perspective)
- Portrait painting (using warm and cool colors to evoke emotion)
- Still Life painting (gauging size perspective) Abstract painting (geometric arrangements)
- Overlapping shapes in collage, found objects, or paintings
- Paper , wire, clay and other sculptural forms

Content Outline

- I. Unit 1 – Color Application
- II. Unit 2 – Painting
- III. Unit 3 – Spatial Relationships
- IV. Unit 4 – Three Dimensional Forms

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas:

- Media
- Connections, History and Culture
- Elements and Principles

Grade Level Skills

Students will:

- Use color to evoke an emotion or a mood.
- Use color to create contrast.
- Mix primary colors to create secondary colors.
- Create paintings that communicate feelings and personal interpretations.
- Apply color to make objects appear closer or farther away.

		<ul style="list-style-type: none">• Adjust the size of objects to make them appear closer or farther away• Overlap objects to make them appear closer and further away• Build a 3D form in a variety of materials• Use form to communicate ideas• Use form for realistic representation
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GRADE 2: Color Application

Standards

Students will understand, select and apply media, techniques and processes. Students will use different media, techniques and processes to communicate ideas, feelings, experiences, and stories.

Unit Objectives

Students will be able to:

- Understand how colors can express feelings and communicate ideas.
- Understand how colors can represent the environment.
- Discuss how various artists use color.
- Identify primary and secondary colors.

Essential Questions

- Where is color found in our world?

Focus Questions

- How do various artists use color?
- How can you make color choices in relationship to each other?
- How can you use color to evoke an emotion?

Sample Performance Assessments

- Painting with a limited palette
- Seasonal interpretations in painting
- Rousseau collages
- Tissue paper landscapes
- Paintings and mixed media to interpret stories

Resources

- Exemplar Artists such as Mondrion, Van Gogh, and Kandinsky, Matisse, Rousseau Andy Warhol
- A Color Wheel
- Applicable Storybooks such as: Lily's Plastic Purple Purse, Rainbow Fish Fish Count, A Color of His Own
- Paint swatches

Materials

- Tempera paint
- Watercolors
- Brushes
- Glue
- Scissors
- Various papers
- Crayons and oil pastels (water soluble)

Skill Objectives

Students will:

- Use color to evoke an emotion or a mood.
- Use color to create contrast
- Apply color to create a specific environment.
- Use and experiment with color relationships.
- Mix primary colors to create secondary colors.

Technology Resources

- www.crayola.com
- www.moma.org
- www.picasso.fr/us/ to manipulate color
- www.arteducators.org
- Kidpix program

Differentiated Instruction

- Adaptive scissors
- Adaptive brushes
- Label colors
- Atmospheric perspective for advanced students

Sample Historic and Cultural Connections

- Flag's colors of various nations
- Colors of different culture's clothing such as African fabrics
- Colors used in parades, celebrations and headdresses
- Folk Art paintings

GRADE 2: Painting

Standards

Students will make connections between the visual arts, other disciplines and daily life. Students will recognize that works of visual art are produced by artisans and artists working in different cultures, times and places. Students will understand the visual arts in relation to history and cultures. Students will create art work that demonstrates understanding of how history or culture can influence visual art.

Unit Objectives

Students will be able to:

- Understand how various artists' techniques may differ in painting.
- Identify and discuss painting subjects, including Landscape, Portraiture, and Still Life.
- Discuss a variety of artists and their paintings subject matter.

Essential Questions

- What is painting?

Focus Questions

- How do various artists apply paint?
- What are the differences between painting subjects?
- How can you apply paint?

Sample Performance Assessments

- Landscape painting (foreground/background, atmospheric perspective)
- Portrait painting (using warm and cool colors to evoke emotion)
- Still Life painting (gauging size perspective)
- Abstract painting (geometric arrangements)

Resources

- Exemplar Artists such as Seurat, Van Gogh, and Monet.
- A Color Wheel
- Applicable storybooks i.e. Eric Carle, Leo Lionni, Tomi de Paolo, "Linnea in Monet's Garden" Cristina Bjork
- Laura Chapman's series "Discover Art"

Materials

- Paint
- Various Painting Tools, such as rollers, brushes, Q-tips, and toothbrushes.
- Various Painting Surfaces, such as paper, canvas, and masonite.

Skill Objectives

Students will:

- Paint using various methods of application.
- Use painting tools and paints effectively.
- Create paintings that communicate feelings and personal interpretations.

Technology Resources

- www.arteducators.org
- www.yalecenterforbritishart.com (ycba.com)
- www.jacksonpollock.org

Differentiated Instruction

- Spray bottles
- Funny brushes
- Color shapers
- Specialized brushes encouraging details for advanced students

Sample Historic and Cultural Connections

- Diego Rivera Industrial Murals
- Monet, Van Gogh, Matisse, Seurat paintings
- Wayne Thiebaud
- Pop artists
- Chinese brush paintings

GRADE 2: Spatial Relationships

Standards

Students will understand and apply elements and organizational principles of art. Students will use the elements of art and principles of design to communicate ideas.

Unit Objectives

Students will be able to:

- Distinguish the difference between the foreground, middle ground and background.
- Recognize foreground, middle ground, and background in artist's work.
- Identify objects that are closer and further away.
- Understand overlapping.

Essential Questions

What is depth?

Focus Questions

- How can you make objects appear closer or farther away?
- What is the difference between the foreground and background?

Sample Performance Assessments

- Landscape or cityscape, to show foreground middle ground and background.
- Overlapping shapes in collage, found objects, or paintings.
- Representational objects on a surface to indicate spatial relationships.
- Cut paper Molas
- Cut paper and collage materials

Resources

- Picture books, such as The Snowy Day by Ezra Jack Keats, Black and White by Tana Hoban, and Round Trip by Ann Jonas.
- Exemplar Artists by Winslow Homer, Grant Wood, Charles Wysocki, and Andrew Wyeth.
- Folk artists, Laura Burch cat paintings

Materials

- Various drafting materials, such as rulers and compasses.
- Tracers on tag board
- A wide variety of drawing and painting materials, such as water soluble oil pastels, colored pencils, tempera paint
- Found objects
- Still life objects

Skill Objectives

Students will:

- Apply color to make objects appear closer or farther away.
- Adjust the size of objects to make them appear closer or farther away.
- Overlap objects to make them appear closer and further away.

Technology Resources

- www.ycba.yale.edu
- www.nationalgeographic.com/kids
- www.nga.gov/kids

Differentiated Instruction

- A wide variety of tracing templates
- Adaptive drawing materials
- Introduce one point perspective for advanced students

Sample Historic and Cultural Connections

- Hudson River School of Painting
- Andrew Wyeth
- Christo
- Folk artists such as Laura Burch
- Ansel Adams-and other photographic examples of spatial relationships

GRADE 2: Three Dimensional Forms

Standards

Students will make connections between visual arts, other disciplines and daily life. Students will recognize that works of visual art are produced by artisans and artists working in different cultures, times, and places.

Unit Objectives

Students will be able to:

- Define three dimensional, (3D).
- Identify the difference between 3D and 2D.
- Identify three dimensional forms in their environment.
- Discuss historical and cultural examples of three dimensional art.

Essential Questions

- What is a three dimensional (3D) form?

Focus Questions

- What is the difference between 3D and 2D?
- How can I build a 3D form?
- What do we use to build a 3D form?

Sample Performance Assessments

- Paper sculptures
- Clay forms
- Wire sculpture
- Assemblage

Resources

- Exemplar Artists, such as Oldenburg, Michelangelo, and Calder, Picasso, Moore
- Existing three dimensional art samples
- Posters
- Ceramics for beginners by Susan Halls

Materials

- Various building materials, such as clay, wood, paper, and wire.
- Found materials
- Clay sculpting tools
- Texture plates, rolling pins, stamps, crimpers, extruders
- 3D blocks, Styrofoam
- Yarn, fiber

Skill Objectives

Students will:

- Build a 3D form in a variety of materials.
- Use appropriate tools effectively to create a three dimensional form.
- Apply texture to the three dimensional form.
- Use form to communicate ideas
- Use form for realistic representation

Technology Resources

- www.pepsico.com
- www.dia.org
- www.hirshhorn.si.edu
- Google search for samples of artist's work

Differentiated Instruction

- Adaptive clay sculpting tools
- Drape molds or forms
- Stencils and tracers
- Change the scale of the forms for advanced students

Sample Historic and Cultural Connections

- Statue of Liberty, Lincoln Memorial
- Native American totem poles
- Gargoyles on Notre Dame Cathedral
- Spiral Jetty, by Robert Smithson

GRADE 3 ART

Description

Students in grade 3 will learn how drawing, painting, 3D art and texture and different media techniques and processes can be used to communicate ideas, feelings, experiences, and stories. Grade 3 Art students will describe their personal response to specific works of art using visual art terminology. Students will identify the different ways visual characteristics are used to convey ideas.

Course Overview

Course Objectives

Students will be able to:

- Understand how lines can be expressive.
- Differentiate a variety of lines.
- Develop awareness of scale and proportion.
- Recognize values.
- Understand the use of color mixing.
- Recognize how the application of paint is used to express a mood, a season, or an original idea.
- Recognize various styles of painting that artists use.
- Identify the properties of 2-D shapes versus 3-D shapes.
- Identify properties of texture in 2-D and 3-D artwork.

Essential Questions

- What is drawing?
- What is painting?
- What is color mixing?
- What is 3D art?
- What is texture?

Sample Performance Assessments

- Chinese animals, black ink brush lines
- Albrecht Durer lesson- animals and details
- Scratch boards
- Landscape and still life drawings in a variety of materials
- Warm and cool paintings
- Aboriginal paintings
- Clay forms
- Paper sculpture
- Assemblages
- Paper mache, wood, wire and other sculptural materials to create form
- Making textured papers

Content Outline

- I. Unit 1 – Drawing
- II. Unit 2 – Painting
- III. Unit 3 – 3-D Art
- IV. Unit 4 – Texture Application

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas:

- Media
- Connections

Grade Level Skills

Students will:

- Use a variety of lines in drawing.
- Use shading to create volume.
- Use texture lines in drawing, and texture on form.
- Apply knowledge of scale and proportion.
- Use primary colors to mix secondary colors.
- Explore a variety of painting applications, using various brush strokes, and sizes.

		<ul style="list-style-type: none">• Create a 3-D form.• Use a variety of materials to create 3-D forms.
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GRADE 3: Drawing

Standards

Students will use different media, techniques and processes to communicate ideas, feelings experiences and stories.

Unit Objectives

Students will be able to:

- Understand how lines can be expressive
- Differentiate a variety of lines
- Develop awareness of scale and proportion
- Recognize values

Essential Questions

- What is drawing?

Focus Questions

- How do we utilize scale and proportion?
- How do we enhance drawing with detail?
- How do we use drawing to communicate ideas?

Sample Performance Assessments

- Chinese animals, black ink brush lines
- Contour drawing
- Albrecht Durer lesson- animals and details
- Scratch boards
- Landscape and still life drawings in a variety of materials
- Aboriginal drawings using a variety of materials and found objects

Lesson Planning Resources

- Taking a Walk with a Line
- Sumi-E by artists work such as, Picasso, Durer, Miro, Van Gogh, Franz Marc, Kandinsky
- Cave artists
- Harold and the Purple Crayon by Crockett Johnson
- The Adventures of Hugo Cabret by Brian Selznick

Materials/Resources

- Colored markers, crayons, oil pastels, chalk
- Graphite pencils, colored pencils, charcoal
- Gray scale
- Paper
- Blending tools
- Erasers
- Ink and brushes
- Rulers, compasses

Skill Objectives

Students will:

- Use a variety of lines in drawing.
- Use shading to create volume.
- Use texture lines in drawing.
- Apply knowledge of scale and proportion.

Technology Resources

Websites:

- www.drawingontherightsideofthebrain.com
- www.dickblick.com
- www.billybear4kids.com
- www.onlinesketchpad.com

Computer Programs:

- Kid Pix
- Paint

Differentiated Instruction

- Stencil templates
- Large markers/pencils/crayons, brushes
- Guided lines
- Extra fine markers, specialty markers, tortillons and specialty papers for advanced students

Sample Historic and Cultural Connections

- Pre historic art exhibits symbolic representations as mark making in caves
- African art
- Tribal art
- Japanese art

<p>DVD Programs:</p> <ul style="list-style-type: none">• Larry Gluck's <u>Art of Drawing</u> <p>Ipad Applications:</p> <ul style="list-style-type: none">• Art Studio• Sketchbook Pro		
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GRADE 3: Painting

Standards

Students will use different media, techniques and processes to communicate ideas, feelings experiences and stories.

Unit Objectives

Students will be able to:

- Understand the use of color mixing
- Recognize how the application of paint is used to express a mood, a season, or an original idea.
- Recognize various styles of painting that artists use
- Understanding a variety of brush strokes

Essential Questions

- What is painting?
- What is color mixing?

Focus Questions

- How do we mix colors?
- How is paint applied through different techniques?

Sample Performance Assessments

- Color wheels
- Painting landscapes
- Still life in a variety of paint materials
- Painting with found objects, such as sponges and/or palette knives

Lesson Planning Resources

- Aboriginal Art
- Reference artists such as, Marc Chagall Paul Klee, Kandinsky, Jackson Pollock, Georgia O’Keeffe, Seurat, Monet
- Metropolitan Museum Children’s series on artists
- Children’s books such as:
Why is Blue Dog Blue by George Rodrigue
The Blue Rider: The Yellow Cow Sees
The World in Blue by Doris Kutschbach
Linnea in Monet’s Garden by Christina Bjork

Materials

- Paint- tempera, watercolor, acrylics
- Water soluble oil pastels
- Watercolor pencils
- Paper, watercolor paper
- Brushes
- Watercolor markers
- Sponges, palette knives, Q-tips, other found materials

Skill Objectives

Students will:

- Use primary colors to mix secondary colors.
- Explore a variety of painting applications, using various brush strokes, and sizes.
- Use a variety of tools to apply paint.
- Create paintings that reflect a mood, a season, or original idea.

Technology Resources

Websites:

- www.tuxpaint.com
- www.crayola.com
- www.metmuseum.org/learn/for-kids
- www.mowa.org/kids/kids_enter.html
- www.artgallery.yale.edu/

Differentiated Instruction

- Large brushes, sponges, sponge brushes
- Taped paper to surface for better control
- Guide lines
- Grippers
- Instruction encouraging more details, tinting, and shading for advanced students

Samples Historic and Cultural Connection

- New Guinea and Australian Tribal art
- Cajun cultural myths (Blue Dog)
- German, Russian Expressionist art (Kandinsky, Franz Marc)
- Latin art
- Eastern European Jewish culture (Marc Chagall)

<p>DVD's Programs:</p> <ul style="list-style-type: none">• Dan Nelson's <u>The Young Leonardo</u> <p>Ipad Applications:</p> <ul style="list-style-type: none">• Brushes• Sumo Paint		
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GRADE 3: 3-D Art

Standards

Students will describe their personal response to specific works of art using visual art terminology.

Unit Objectives

Students will be able to:

- Identify the properties of 2-D shapes versus 3-D shapes
- Understand additive process in 3-D design
- Recognize how different materials create a 3-D form

Essential Questions

- What is 3-D art?

Focus Questions

- How do we create 3-D art?
- What do we use to create 3D art?

Sample Performance Assessments

- Clay forms
- Paper sculpture
- Assemblages
- Paper mache
- Wire sculpture
- Wood sculptures
- Foam sculptures
- Plaster craft

Lesson Planning Resources

- Reference artists such as, Michelangelo, Frank Stella, Andy Goldsworthy, Nathan Sawaya, Frank Lloyd Wright, Oldenburg
- “Paper, Scissors, Sculpt!” by Ben A. Gonzales

Materials/Resources

- Clay
- Clay modeling tools
- Paper
- Collage materials

Skill Objectives

Students will:

- Create a 3-D form.
- Develop all sides of a 3-D form.
- Use a variety of materials to create 3-D forms.

Technology Resources

Websites:

- www.artcyclopedia.com/media/Sculptor.html
- www.nga.gov/kids/lizzy/lizzy.html
- www.sculptor.com
- www.brickartist.com
- www.oldenburgvanbruggen.com/

DVD's Programs:

- “Discovering Sculpture: The Lost Wax Technique”
- Robert Maxwell’s Creating Animal Sculptures in Clay
- “Sculpture 1: The Character Armature”

Differentiated Instruction

- Adaptive clay tools
- Building blocks
- Building blocks
- Pre-cut material
- Instruction encouraging larger 3D art work for advanced students
- Smaller scale projects for special needs
- Limited choices
- A variety of choices for more advanced students

Sample Historic and Cultural Connections

- Native American architecture exhibits a variety of structural elements in wigwams, longhouses, and tepees.
- Asian Art exhibits Buddha figurines and decorative dragons.
- Greek and Roman art exhibits marble statues and amphora vases.
- American sculptors such as Segal, Butterfield, and Nevelson.
- Italian Renaissance Era
- Art Deco Era

GRADE 3: Texture Application		
Standards Students will identify the different ways visual characteristics are used to convey ideas.		
Unit Objectives Students will be able to: <ul style="list-style-type: none"> Identify properties of texture in 2-D and 3-D artwork. Understand the various types of textured surfaces Identify textures in our environment Understand how texture is created 	Essential Questions <ul style="list-style-type: none"> What is texture? Focus Questions <ul style="list-style-type: none"> How do we create textural effect? How do we create 3-D texture? 	Sample Performance Assessments <ul style="list-style-type: none"> Modeling techniques Rubbing methods Making textured papers Mask making with plaster craft Paintings with salt/sand
Lesson Planning Resources <ul style="list-style-type: none"> Louise Nevelson Max Ernst Van Gogh Pablo Picasso Rembrandt 	Materials/Resources <ul style="list-style-type: none"> Clay, model magic Fabrics/yarns Texture and rubbing plates Drawing materials 	Skill Objectives Students will: <ul style="list-style-type: none"> Demonstrate a variety of textures on modeling materials. Explore 2-D textural effects. Demonstrate a variety of techniques of where to find textures. Use textural effects on three dimensional forms.
Technology Resources Websites: <ul style="list-style-type: none"> fabrics.net/fabricinfo.htm www.frankstellanyc.com www.fabricandart.com www.mixedmediaart.net DVD Programs: <ul style="list-style-type: none"> “Portrait of an Artist: Louise Nevelson” “Layered and Textured Backgrounds: Art Journaling Tips and Tricks” 	Differentiated Instruction <ul style="list-style-type: none"> Adaptive tools- already textured papers Rubbing plates Already chosen textures Finding your own textures for advanced students Large markers/pencils/crayons 	Sample Historic and Cultural Connection <ul style="list-style-type: none"> Spain exhibits textural art from Gaudi and Picasso. Native American art exhibits a variety of textures in dream catchers, moccasins, maracas, totem poles, Satchel, and Headdresses. Coiling, twining, and wicker basketry of Egyptian, Native American, and European cultures. African art exhibiting textured patterns for textiles and Adrinkra cloth.

GRADE 4 ART

Description

Students in grade 4 will learn how colors, color mixing and painting can be used to express feelings, convey meaning, and communicate ideas.

Course Overview

Course Objectives

Students will be able to:

- Identify complementary colors and analogous colors.
- Recognize and uses tints and shades.
- Discuss colors expressing mood.
- Identify the elements of design.
- Recognize unity and repetition.
- Understand use of balance, symmetry and asymmetry, unity and repetition.
- Identify form in specific works of art.
- Make distinctions between objective and non-objective art forms.
- Identify shapes in their environment.
- Distinguish between a variety of shapes in design and works of art.
- Identify organic and non-organic shapes.

Essential Questions

- How is color used?
- What role does design play in our daily lives?
- What role does form play in our environment?
- What is non-objective art?
- Where is shape found?

Sample Performance Assessments

- Letter d and poster designs
- Contour line portraits
- Symmetrical design in a portrait
- Asymmetrical designs in a still life
- Designs using rhythm and movement tessellations
- A balanced composition using cut paper
- Metal relief
- Figurative sculpture, and pottery and mask making
- Mobile, stabile, assemblage inspired by Calder, Arp, Brancusi,
- Non-objective weavings using fibers and/or paper
- Mosaics
- Non-objective paintings
- Create a shape based on words and emotions

Content Outline

- I. Unit 1 – Color
- II. Unit 2 – Design
- III. Unit 3 – Form
- IV. Unit 4 – Non-Objective/Abstract Art
- V. Unit 5 – Shapes

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following area:

- Media
- Connections

Grade Level Skills

Students will:

- Use elements of design in a 2 dimensional composition.
- Use balance, symmetry and asymmetry to create a 2 dimensional piece.
- Create form from natural and manmade material.

		<ul style="list-style-type: none">• Create the human form in a variety of interpretations.• Create clay pottery using a variety of methods.• Create examples of both representational art and non-objective art.• Create 3-D forms using multiple and varied shapes.• Create shapes on a 2 dimensional surface.• Create organic and nonorganic shapes.
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GRADE 4: Color

Standards

Students will combine the visual arts with another art form to create coherent multimedia work.

Unit Objectives

Students will be able to:

- Identify complementary colors.
- Recognize analogous colors.
- Recognize and uses tints and shades.
- Discuss how colors can be used to express a mood or emotion.
- Recognize how artists have used color to convey meaning, emotions and moods.

Essential Questions

- How is color used in art?

Focus Questions

- What are tints and shades, complimentary and analogous colors?
- How do colors convey meaning?
- How do colors affect emotions?

Sample Performance Assessments

- Landscape using analogous colors.
- Abstract still life using complimentary colors.
- Portraits of Early American figures in pastels.
- Large scale color composition demonstrating knowledge of famous artists.
- Tint and shade composition in realistic and abstract compositions.
- Depict life in early American times in a colorful folk art painting.

Lesson Planning Resources

- Examples of painted still life design: Picasso, Braque, Bonnard, Cezanne, O'Keeffe, Rothko
- Examples of painted portraits: Munch, Cassatt, Chagall, Matisse, Picasso, Sargent
- Crystal Color posters
- Horace Pippin- turn of the century artist

Materials/Resources

- Watercolors
- Tempera
- Acrylics
- Oil Pastel
- Chalk
- Colored pencils
- Paper
- Scissors
- Glue
- Color wheel
- Color sticks
- Assorted papers, canvas, watercolor, construction
- Assorted brushes

Skill Objectives

Students will be able to:

- Use analogous colors.
- Visually express an emotion through the use of color.
- Effectively use complementary colors in a composition.
- Create paintings using tints and shades.
- Create a composition using large scale proportions.
- Determine the meaning of a story or book through the use of color.

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Sample Historic and Cultural Connections</u>
<ul style="list-style-type: none"> • MOMA • Metropolitan Museum of Art • Picasso Museum • www.tigercolor.com • www.vangoghgallery.com • www.crayola.com • www.colorcombos.com • www.colormatters.com 	<ul style="list-style-type: none"> • Have students create new colors using color paddles. • Mix paints in primary and secondary colors to express emotion. • Use Crayola color sticks, and oil pastels. • Create a tint and shade value scale. 	<ul style="list-style-type: none"> • Impressionism/Postimpressionism • Cubism-Braque, Picasso • Fauvism-Matisse, Bonnard • African and Native American art • Class cultures in 19th and 20th century America and Europe • India, North African Mendhi body painting • Russian, Eastern European Jewish History-Marc Chagall • Large scale American colorists-O'Keeffe, Rothko • Equador-Arpilleras • Panama- Molas • Early American artists such as John Singer Sargent or John S. Copley

GRADE 4: Design

Standards

Students will understand, select and apply media, techniques and processes.

Unit Objectives

Students will be able to:

- Identify the elements of design.
- Understand the basic concepts of design.
- Identify lines, shapes, forms, texture, and colors.
- Recognize unity and repetition.
- Understand use of balance, symmetry and asymmetry.

Essential Questions

- What role does design play in our daily lives?

Focus Questions

- What are the elements of design?
- What is unity and repetition?
- What is symmetry and asymmetry?
- What role does balance play in creating a composition?

Sample Performance Assessments

- Word abstraction
- Letter design
- Poster design
- Contour line portraits
- Symmetrical design in a portrait
- Asymmetrical designs in a still life
- Designs using rhythm and movement tessellations
- A balanced composition using cut paper

Lesson Planning Resources

- Examples of good design products: i.e. logos (Cereal boxes, CDs, album covers magazine advertising, posters, etc.)
- Crystal Art design posters
- Laura Chapman Textbook - Teacher Edition
- M.C. Escher, William Morris, Peter Max, Louis Comfort Tiffany, Owen Jones, Alphonse Mucha

Materials/Resources

- Markers (Sharpies)
- Paper
- Pencil
- Watercolor pencils
- Construction paper
- Oak tag

Skill Objectives

Students will:

- Identify examples of good design in their environment using the elements of design.
- Use elements of design in a 2 dimensional composition.
- Use balance, symmetry and asymmetry to create a 2 dimensional piece.

Technology Resources

- www.artsmudge.com
- Cornell.edu-Art, Design and Visual Thinking

Differentiated Instruction

- Using alphabet stamps, have students create a design.
- Roller ink stamps

Sample Historic and Cultural Connections

- Mexican Sun designs
- 19th century furniture design
- Interior design through the ages
- Arts and crafts movement
- 20th century album covers, movie posters, travel posters

GRADE 4: Form/Clay

Standards

Students will identify specific works of art as belonging to particular styles, cultures, times and places.

Unit Objectives

Students will be able to:

- Identify form in specific works of art.
- Understand the difference between shape and form.
- Recognize where forms exist in our environment.
- Understand the role of forms in nature.

Essential Questions

- What role does form play in our environment?

Focus Questions

- How do we differentiate between shape and form?

Sample Performance Assessments

- Clay masks
- Metal relief
- Figurative sculpture
- Assemblages
- Pottery
- Slab

Lesson Planning Resources

- Examples of masks from various cultures
- DVD of cultures of the world
- Examples of sculptural work: Henry Moore, Picasso, Degas, Brancusi, Arp, Giacometti, Rodin, Nevelson, Cornell

Materials/Resources

- Clay
- Wire
- Wood
- Glaze
- Clay tools
- Paint
- Textiles, fiber
- Metal foil
- Model magic

Skill Objectives

Students will:

- Create form from natural and manmade material.
- Create the human form in a variety of interpretations.
- Create clay pottery using a variety of methods.
- Create formed slab construction.

Technology Resources

- Hirschorn Museum, Washington, DC
- Yale Art Gallery
- Museum of Natural History, NYC
- Metropolitan Museum of Art
- MOMA, NY

Differentiated Instruction

- Special large handle clay tools
- Modeling clay
- Push molds
- Field trip to Pepsico, Purchase, NY
- Model magic

Sample Historic and Cultural Connections

- Greco/Roman sculpture
- Neoclassical sculpture
- African and Pan Oceanic tribal art
- Native American figures, and pottery
- Mexican and African masks

GRADE 4: Non-Objective/Abstract Art

Standards

Students will discuss a variety of sources for art and content.

Unit Objectives

- Students will be able to:
- Make distinctions between objective and non-objective art forms.
 - Understand how non-objective art developed.
 - Discriminate between non-objective art and random scribbles.

Essential Questions

- What is non-objective art?

Focus Questions

- What inspired [and inspires] artists to create non-objective art

Sample Performance Assessments

- Mobile, stabile, assemblage inspired by Calder, Arp, Brancusi,
- Non-objective weavings using fibers and/or paper
- Painting or drawing inspired by Kandinsky, Miro, Delaunay

Lesson Planning Resources

- Prints and posters of examples of both representational and non-objective art forms.
- DVDs and posters of works by Miro, Mondrian, Frankenthaler, Morris Louis, Sonia Delaunay, Calder.
- Sculptural models of both art forms.

Materials/Resources

- Wire
- Wood
- Foil
- Paint
- Foam
- Poster board and chipboard
- Yarn and fiber

Skill Objectives

Students will:

- Create examples of both representational art and non-objective art.
- Create non-objective mobile or stabile.
- Create a painting or drawing that does not depict a person, place, or thing.

Technology Resources

- MOMA
- National Gallery of Art, Washington, DC
- Yale Art Gallery

Differentiated Instruction

- Give students large black mural paper and strands of colored yarn to create a Pollock-Inspired painting
- Use scape shapes [Sculpture in a Box] or colorful poster board to create a non-objective work

Sample Historic and Cultural Connections

- Native American design
- German/Russian culture
- 19th century modern design- such as the work of William Morris
- African fabrics

GRADE 4: Shapes

Standards

Students will describe visual characteristics of works of art using visual art terminology.

Unit Objectives

Students will be able to:

- Identify shapes in their environment.
- Distinguish between a variety of shapes in design.
- Discuss shapes in art work.
- Identify organic and non- organic shapes.

Essential Questions

- Where is shape found?

Focus Questions

- How are organic and non-organic shapes used in art and design?

Sample Performance Assessments

- Collage
- Cut paper designs
- Mosaics
- Non-objective paintings using organic shapes
- Create a shape based on words and emotions

Lesson Planning Resources

- Kandinsky prints: examples of signs and symbols in our environment
- Louise Nevelson, Calder, Gaudi, Wright, Tiffany, examples of Art Nouveau and Art Deco design

Materials/Resources

- Cut paper
- Wood
- Chipboard
- Foam
- Clay
- Poster board
- Colored foil
- Sharpie markers
- Paint

Skill Objectives

Students will:

- Create a collage using different shapes.
- Create 3-D forms using multiple and varied shapes.
- Create shapes on a 2 dimensional surface.
- Create organic and nonorganic shapes.

Technology Resources

- MOMA
- Whitney Museum of American Art
- Smithsonian Museum
- Metropolitan Museum

Differentiated Instruction

- Give students shapes and shape sorters to help distinguish shapes
- Use templates to create shapes
- Use blocks to create architectural design forms

Sample Culture and Historical Connections

- Arts and Craft Movement in American art
- Folk art
- Native American art
- Mexican art
- Kandinsky
- Stella

GRADE 5 ART

Description

All students in grade 5 art will learn to use perspective. All students will be able to apply color theory and design. They will understand additive and subtractive sculpture. Students will be able to draw from observation.

Course Overview

Course Objectives

Students will be able to:

- Learn to use perspective.
- Apply color theory.
- Apply elements and principles of design.
- Understand additive and subtractive sculpture.
- Draw from observation.

Essential Questions

- How do artists use color theory to create form and space?
- How do artists create the illusion of space?
- Where do we see design?
- What is sculpture?
- How do you draw what you see?

Sample Performance Assessments

- Collage landscape with tissue paper
- Still Life painting of fruit or vegetables
- Glue & chalk drawings
- Draw 3-D forms in space
- 3-D layer drawing showing foreground, middle ground and background
- Block letters in the sky
- Collage cut a quilt design
- Sculpture-create a clay pot
- Drawing - create a product or label design
- Mobiles or Stables
- Portraits
- Still Life - contour, and values working from observation

Content Outline

- I. Unit 1 – Color Theory
- II. Unit 2 – Perspective
- III. Unit 3 – Design
- IV. Unit 4 – Sculpture
- V. Unit 5 – Drawing

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas:

- Media
- Connections

Grade Level Skills

- Use tints and shades of colors to create value.
- Use complimentary colors.
- Create neutral colors.
- Identify tertiary colors.
- Line drawing of a room.
- Draw 3-D forms in space.
- 3-D layer drawing showing foreground, middle ground and background.
- Boxes or block letters in the sky.
- Use design principles of balance, unity and rhythm to create a 2-dimensional piece.

		<ul style="list-style-type: none">• Create a 3-D form using additive and subtractive methods of construction.• Use a variety of materials to create a 3-D form.• Using different tools to create different surface textures.• Draw from observation.• Use photo references to create imaginary scenes• Create value and texture with shading and line.
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GRADE 5: Color Theory

Standards

Students will apply visual arts knowledge and skills to solve problems common in daily life.

Unit Objectives

Students will be able to:

- Explore color value
- Understand how mixing black and white with color creates tints and shades
- Understand how complimentary colors create neutral colors
- Recognize spectral colors.
- Create value using spectral colors

Essential Questions

- How do artists use color theory to create form and space?

Focus Questions

- What are the primary colors?
- What are the secondary colors?
- What are intermediate colors?
- What are neutral colors?
- What are tints and shades?

Sample Performance Assessments

- Collage landscape with tissue paper
- Painting color wheel designs
- Still life painting of fruit or vegetables
- Glue & chalk drawings
- Cut paper and tissue paper designs
- Oil pastels depicting color schemes

Lesson Planning Resources

- Artist prints - Picasso, Andy Warhol, O'Keeffe
- Color wheel
- Adventures in Art - Laura Chapman
- Crystal Color Posters

Materials

- Oil pastels
- Watercolors
- Acrylic paints
- Tempera paints
- Colored papers
- Tissue papers

Skill Objectives

Students will:

- Use tints and shades of colors to create value.
- Use complimentary colors.
- Create neutral colors.
- Identify intermediate colors.

Technology Resources

- Color mixing game- www.colorwithleo.com/art_colorwheel.php
- eHow http://www.ehow.com/info_8399446_color-mixing-games-kids.html

Differentiated Instruction

- Adaptive Materials: large brushes, pencil or crayon holder
- Adaptive Techniques: layering colored tissue paper, cellophane or transparent pre-colored material.
- Create a “color diary”: experimenting with color mixing

Historical and Cultural Connections

- Molas
- Bark painting
- African masks
- Rothko, Hopper, Kandinsky

GRADE 5: Perspective

Standards

Students will consider, select from and apply a variety of sources for art content to communicate intended meaning.

Unit Objectives

Students will be able to:

- Identify 3- dimensional shapes.
- Understand the use of linear perspective.
- Apply linear perspective to create depth.
- Effectively use scale to create depth.
- Use line to create space.

Essential Questions

- How do artists create the illusion of space?

Focus Questions

- What is the horizon line?
- What is the vanishing point?
- What are converging lines?
- What are parallel lines?
- What is one-point perspective?
- What is a “bird’s eye “view?

Sample Performance Assessments

- Line drawing of a room.
- Draw 3-D forms in space
- 3-D layer drawing showing foreground, middle ground and background
- Boxes in space
- Block letters in the sky

Lesson Planning Resources

- Artist prints-interpretations of perspective
Van Gogh - The Bedroom, Frank Lloyd Wright
- Photographs of places -cityscapes, building.
- Building blocks, Legos
- Learn to Draw 3-D by Doug DuBosque

Materials

- Ruler
- Pens
- Pencils
- Colored pencils
- Compasses

Skill Objectives

Students will:

- Create the illusion of a 3-Dimensional space on a flat surface.
- Create the illusion of a 3-Dimensional space using scale.
- Create the illusion of a 3-Dimensional space using one-point perspective.

Technology Resources

- DVD, Website, Transparency film to identify the vanishing point in a photograph
- Google SketchUp - free 3-D drawing program
- Intro landscape website - www.schoolsliaison.org.uk/kids/landscape.htm

Differentiated Instruction

- Use string and glue to create the horizon and converging lines.
- Use paper cut-out shapes in varying sizes to the illusion of space using scale.
- Create an imaginary landscape.

Historical and Cultural Connections

- Immigration - Ellis Island
- Civil War
- Jacob Lawrence, Faith Ringgold
- African American cultural studies

GRADE 5: Design

Standards

Students will understand and apply elements and organizational principles of art. Students will recognize and reflect on the effects of arranging visual characteristics in their own and others' work.

Unit Objectives

Students will be able to:

- Understand structure of a composition.
- Begin to understand the principles of design.
- Understand the difference between realistic and abstract design.
- Use design principles to create 2-D and 3-D artwork.

Essential Questions

- Where do we see design?

Focus Questions

- What is composition?
- What is balance?
- What is repetition?

Sample Performance Assessments

- Collage cut a quilt design
- Sculpture - create a clay pot
- Drawing - create a product or label design
- Painting - abstract picture

Lesson Planning Resources

- Artist prints - Kandinsky, Helen Cordero, Faith Ringgold
- Everyday objects
- Graphic design
- Principles of Design poster series

Materials

- Paper
- Clay
- Wire
- Paint
- Mixed media
- Found Objects
- Computer

Skill Objectives

Students will:

- Use design principles of balance, unity and rhythm to create a 2-dimensional piece.
- Use design elements of texture, shape and form to create a 3-dimensional piece.

Technology Resources

- Kid Pix
- Clicker Paint Program
- Artsedge.kennedy-center.org

Differentiated Instruction

- Adaptive materials, scissors, large brushes, alternative media.
- Collage - photography, magazine pictures.

Historical and Cultural Connections

- Quilting patterns
- Native American clay pots
- African Adinkra
- William Morris designs

GRADE 5: Sculpture

Standards

Students will understand the visual arts in relation to history and cultures.

Unit Objectives

Students will be able to:

- Discuss various forms of sculpture.
- Identify techniques for creating structures.
- Understand the process of creating 3-D structures.
- Consider the surface of their finished piece.

Essential Questions

- What is sculpture?

Focus Questions

- How do artists use 3-D design?
- What materials create structure?
- What is the difference between additive and subtractive sculpture?

Sample Performance Assessments

- Plan a design for a sculpture.
- Create a sculpture.
- Clay
- Mobiles
- Stables
- Assemblage

Lesson Planning Resources

- Artist prints-interpretations of sculpture Rodin, Calder, Moore, Lichtenstein, Remington
- 3-Dimensional examples of sculpture
- Multicultural examples of pottery, masks
- DVD, step-by-step

Materials

- Clay
- Paper mache
- Wire
- Paper
- Wood
- Found objects
- Mixed media
- Texture stamps
- Glazes
- Sponges
- Toothbrushes
- Clay tools

Skill Objectives

Students will:

- Create a 3-D form using additive and subtractive methods of construction.
- Use a variety of materials to create a 3-D form.
- Using different tools to create different surface textures.

Technology Resources

- Museum field trip (virtual)
- Time Line - how artists create sculpture form one generation to the next

Differentiated Instruction

- Adaptive clay tools, modeling clay, Model Magic
- Independent piece of their own that extends what they have learned.

Historical and Cultural Connections

- Civil War- horse sculptures
- Oaxaca animals - Mexico
- Chinese Terra Cotta Warriors

GRADE 5: Drawing

Standards

Students will reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g. technique, formal and expressive qualities, content).

Unit Objectives

Students will be able to:

- Consider how drawing is used to create the foundation of a piece of art.
- Identify different materials used to make a line.
- Beginning understanding of proportion and scale.

Essential Questions

- How do you draw what you see?

Focus Questions

- What is perspective?
- What is proportion?
- What is shading?
- How do lines create different effects?

Sample Performance Assessments

- Portraits
- Shaded design - working from imagination
- Still Life - contour, working from observation
- "Honey I Shrank the Kids" small people + large objects
- Gargoyle drawings

Lesson Planning Resources

- Prints of artists' sketchbook pages (Michelangelo), A Day with Picasso, Klee, Keith Haring
- Artist Storybooks ("Sunday in the Park with George")
- Photo references from magazines
- Still Life objects - vase, shoe, stuffed animals

Materials

- Pencils
- Erasers
- Sharpies
- Colored pencils
- Oil pastels
- Markers
- Sumi
- Mirrors
- Drawing surfaces (i.e. drawing paper, watercolor paper, tag board)

Skill Objectives

Students will:

- Draw from observation.
- Use photo references to create imaginary scenes.
- Create value and texture with shading and line.
- Create form using shading.

Technology Resources

- Google images
- Kid Pix
- Tux Paint – free, www.tuxpaint.org

Differentiated Instruction

- Adaptive materials. Large crayons, pencils, wire, wiki stix.
- Explore use of lines (cross hatching and pointillism) to create form.

Historical and Cultural Connections

- Cave paintings
- Native American pictographs
- Castles & medieval figures