

Elementary Art

Grades One through Five

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Overview/Course Description

Through the study of art students will:

- Begin to understand and appreciate artistic and cultural heritages and the role of art in contemporary society.
- Learn to adapt to and respect others divergent methods of thinking, working, and expressing themselves.
- Be able to express ideas creatively using tools and materials.
- Communicate their thoughts and feelings in a variety of modes, giving a more powerful repertoire of self-expression.
- Learn artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools to every human situation.
- Cultivate the desire to discuss and reflect about art and the visual world using their abilities to describe, analyze, interpret and make critical judgements.
- Analyze non-verbal communication and make informed judgements about cultural products and issues.
- Be aware of the aesthetic qualities of life in the environment as well as in works of art.
- Understand the influences of the arts by creating and reflecting.
- Gain access and appreciation to different ideas, approaches, and cultures through the study of art

K – 12 Arts Education Content Standards - Michigan Department of Education

Content Standard I	All students will apply skills and knowledge to perform in the arts
Content Standard II	All students will apply skills and knowledge to create in the arts.
Content Standard III	All students will analyze, describe and evaluate works of art.
Content Standard IV	All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.
Content Standard V	All students will understand, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Benchmarks referenced are from the Michigan Department of Education Curriculum Framework which are included in the K-12 curriculum document.

Units of Study

The six units of study are integrated throughout the art making process. Lessons reflect this integration. Student's knowledge is built through hands on experience with visual problems. Students will grow conceptually in art technique and skills as they progress through elementary art class from first to fifth grade.

UNIT I- Historical/Multicultural

UNIT II- Ideas/Styles

UNIT III- Structure

UNIT IV- Process

UNIT V- Reflection

UNIT VI- Integration

Each Unit is composed of:

Key concepts that state the major ideas students are expected to comprehend.

Benchmarks are statements of what students will know or are able to do while progressing toward achieving the standards.

Assessment Tasks are suggestions of ways students can demonstrate the degree to which they have reached the Benchmarks.

Opportunities for Integration are connections between concepts within the unit and subject matter from related units or disciplines.

Authentic Application/Career are statements that show where these skills and processes are used in the world beyond school.

Instructional Resources are listed materials that support the teaching of this unit.

I. Historical/Multicultural

Key Concepts

1. All people use art to depict ideas, feelings, values and events throughout history.
2. Artists and designers reflect specific historical periods, regional experiences and cultural values.
3. Styles in architecture, art, fashion and other designed products reflect the process, technology, medium and cultural values of the artist.

State Benchmarks

1. Explore and understand prospective subject matter, ideas, and symbols for works of art. Art. IV. 2EL.3
2. Identify various purposes for creating works of visual art. Art. IV. 3. EL.2
3. Know that the visual arts have history and specific relationships to various cultures. Art. IV. 4. EL.1
4. Identify specific works of art as belonging to particular cultures, times, and places. Art. IV. 4. EL.2
5. Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art. Art. IV. 4. EL.3

Assessment Tasks

Students are engaged in self-reflection throughout the process of thinking about art, talking about art and making art. While making art, students consider their approach to concept/planning, application of techniques, ownership, skill progress, and quality production. Student reflection on their work and work of others is fostered through class discussions, peer review and by exposure to exemplars. By studying a large variety of exemplary art works, students gain an understanding of the diversity of visual problem solving in a highly visual world. Assessment may include the use of rubrics, portfolios, self-assessments, critiques, and exhibits and performance tasks evaluated on given criteria. Assessment is a continuous process in the art classroom that includes one or more of the following activities:

- monitoring the work in progress
- questioning and clarification to check for understanding
- peer observations,
- group critiques during the process,
- journal or sketchbook activities, and peer/teacher feedback.

Examples

The students will perform tasks such as:

1. Comparing and contrasting two or more samples of artwork verbally or in writing, within given criteria.
2. Looking for meaning in artworks from various times and places through classroom discussion.
3. Exploring the connections among history, culture and the visual images through classroom discussion.
4. Analyzing visual art samples (photos) of local architecture or sculpture and describing how factors of climate, time, style, technology, and location have influenced the function and physical characteristics in monitored classroom discussion.
5. Studying artwork examples of a specific culture and creating personal artwork that reflects characteristic designs, styles, and colors within given criteria.
6. People use what they find in their environment

Authentic Applications

1. Cultural motifs are used in clothing, jewelry, patterns, and commonly used domestic items.
2. Architecture, art and design reflect specific historical periods and regions, cultural styles and motifs

II Ideas/Styles

Key Concepts

1. Artists use symbols, themes, and experiences in a variety of ways to express an idea.
2. Artists use visual metaphors to react to personal and social events that are evident in their artwork.
3. There are as many creative solutions to problems as there are artists who resolve them.

State Benchmarks

1. Explore and understand prospective subject matter, ideas, and symbols for works of art. Art. IV. 2.EL.3
2. Select and use subject matter, symbols and ideas to communicate meaning. Art. IV. 2. EL.4
3. Know different purposes of visual art to creatively convey ideas. Art. IV. 2. EL.5
4. Identify various purposes for creating works of visual art. Art. IV. 3. EL.2
5. Understand how personal experiences can influence the development of artwork. Art. IV. 3. EL.5
6. Identify specific works of art as belonging to particular cultures, times, and places. Art. IV. 4. EL.2

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, portfolios, self-assessments, critiques, and exhibits.

Examples

The students, within given criteria, will perform tasks such as:

1. Creating works of art representing important events in student's lives utilizing specific techniques and media.
2. Using subject matter, symbols, and ideas to create artwork within given criteria.
3. Generating ideas from imagination, viewing other artist' works, observing the environment, and current events to manipulate the art media according to given criteria.
4. Recognizing works of important artists in the history of art through classroom discussion and group presentation.
5. Understand that artists have individual styles that may change over time through class discussion and game playing.
6. Recognizing that art "movements" represent a number of artists working in a similar manner by creating their own artwork in a particular style.
7. Creating works of art that are inspired by music, poetry or short stories within given criteria.

Authentic Assessment

1. Artists are motivated by circumstances, significant events, and culture in their lives to present a visual image of the idea.
2. Every culture uses visual symbols in their artwork to express religion, capture history, or record events.

III Structure

Key Concepts

1. Artists employ organizational principles and elements to express ideas.
2. Compositions created using the principles of design allow artists to creatively apply elements of design to communicate ideas.

State Benchmarks

1. Use visual characteristics and organizational principles to communicate ideas. Art. IV. 1. EL.3
2. Apply knowledge of how visual characteristics and organizational principles communicate ideas. Art. IV. 2.EL.2

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

1. Students examine the visual, tactile, spatial and temporal **elements** in the world around by creating artwork that uses
 - A variety of *lines* (thick/thin, straight/curved, horizontal/vertical/diagonal, etc.)
 - The expressive properties of *line*.
 - Geometric and natural *shapes*.
 - Variety of *color* schemes.
 - The expressive qualities of *color*.
 - Contrast of light and dark *values*.
 - Tactile and visual *textures*.
2. Students use the **principles** of design to develop a plan to organize visual elements for expressive purposes when they make art using
 - Spatial relationships and *proportion* in 2-D and 3-D artwork.
 - *Emphasis* to create a focal point
 - *Repetition* and pattern to create rhythm
 - *Balance* as symmetrical or asymmetrical
 - *Unity* as a means to produce harmony
 - *Movement* to direct the eye of the viewer from one element to another

Authentic Applications

1. Similar design structures are utilized in other forms of media communication.
2. All design careers involve the use of the principles and elements.
3. Designing principles and elements assist architects in designing the interior and exterior of architectural structures. (schools, libraries, houses of worship, shopping malls, office buildings)
4. Designing principles and elements assist automotive car designers to create, redesign, and accessorize automobiles. (car body, headlights, colors, fabric, handles and knobs, console.

IV Process

Key Concepts:

1. Artists use the creative thought process to produce art. (e.g. brainstorm, learn and apply techniques, rough sketches and models, revise ideas, create the finished product, evaluate, exhibit research).
2. Artists use a wide variety of media, tools, and techniques.
3. Effective communication is based on choices of materials, techniques, and processes to achieve the desired result.

State Benchmarks

1. Use materials, techniques, media technology, and processes to communicate ideas and experiences. Art. IV. 1. EL.1
2. Use art materials and tools safely and responsibly. Art. IV. 1. EL.2
3. Apply knowledge of materials, techniques, and processes to create artwork. Art. IV. 2. EL.
4. Use technology as a tool for creative expression. Art. IV. 2. EL.6

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

Students will perform tasks such as:

1. Utilize the creative process to produce a work of art within given criteria.
 - Observe, research, brainstorm
 - Learn and apply techniques
 - Sketch or model ideas with revisions
 - Create artwork within given criteria
 - Evaluate the effectiveness of the product
2. Students use a wide variety of materials and media to create art, within a given criteria, such as:
 - Drawing media: pencils, chalk, crayons and markers
 - Painting media: watercolor and tempera
 - Printmaking media: block printing ink, printing plates and stamps
 - Fibers: yarn, cloth and raffia
 - Ceramics media: clay and glazes
 - Sculpture media: papier-mâché, paper, plaster and found objects
 - Electronic media: computer software, digital imaging, scanners
 - Mixed media: combining cut paper with found objects, combining any of the above
3. Students demonstrate the proper use of variety of tools:
scissors; paint brushes; glues; pencils; technology i.e. cameras, scanners, computers; clay; fibers; plaster; assemblage; papier-mâch; and other 3- D media.
4. Students learn various techniques to create art, within given, criteria such as:
drawing, painting, paper manipulating, sculpting, weaving, digital imaging

Authentic Applications

1. Experiencing the creative thought process helps build skills that enhance other fields requiring research, organization, planning an implementation.
2. Many careers depend on a person's ability to use a multitude of materials and tools in creative ways to accomplish a task.

V Reflection/Assessment

Key Concepts:

1. Reflection is integral to the creative process to ensure that an artist's visual message is being understood.
2. Artists react to and respond to, depict, analyze and comment about their environment.

Benchmarks

1. Be involved in the process and presentation of a final product for exhibit. Art. IV. 1. EL.4
2. Generalize about the efforts of visual structures and functions and reflect upon these effects in personal work. Art. IV. 3. EL.1
3. Understand there are different responses to specific art works. Art. IV. 3. EL.3
4. Describe and compare the characteristics of personal work. Art. IV. 3. EL.4
5. Understand how personal experiences can influence the development of artwork. Art. IV. 3. EL.5

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

1. Students look for clues in the artworks to understand their meanings by describing within given criteria:
 - Works of art in terms of formal properties-elements and principles
 - Subject matter, time and place
2. Through classroom discussion students interpret artwork supported with reasons by:
 - Comparing and contrasting works of art.
 - Describing feelings, moods, or symbols found in works of art.
 - Making objective judgments about works of art (this painting is realism or this painting has bright colors)
 - Making subjective judgements about works of art (I like/don't like this artwork because...).
 - Describing the subject matter in a work of art.
 - Identifying art works according to style (i.e. realistic, abstract, non-objective, etc.)
3. Through classroom discussion, critiques, and game playing, students will:
 - Develop a respect and appreciation for the ideas and creations of others.
 - Become curious about artworks they encounter.
4. Students make decisions about whether their work meets the given criteria to:
 - Develop confidence and satisfaction in his/her art product
 - Be open-minded toward artistic experimentation.
 - Recognize the sequential planning necessary for the production of art.
 - Be reflective about their artistic production
 - Develop the desire to complete a project and decide when their artwork is finished.
 - Be involved in the process and presentation of a final art product or exhibit.

Authentic Applications

1. Oral critiquing is a verbal discussion of strengths and weaknesses in a piece of artwork. This skill enhances a person's ability to orally evaluate any product they create or view.
2. Written critiquing is an evaluation by use of journals, letters, and rubrics intended for the artist. The ability to capture thoughts and feelings and communicate them effectively in writing is a necessary skill in many careers.
3. Hands-on critiquing is evaluation through use of games such a "Token Response" where students choose artwork for specific reasons.

VI Integration

Key Concepts:

1. Art is inherent in everyday life.
2. Art is a reflection of culture.

Benchmarks

1. Explain how visual arts have inherent relationships to everyday life. Art. IV. 5. EL.1
2. Identify various careers in the visual arts. Art. IV. 5. EL.2
3. Understand and use comparative characteristics of the visual arts and other disciplines. Art. IV. 5. EL.3
4. Identify connections between the visual arts and other disciplines in the curriculum. Art. IV. 5. EL.4

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities; monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept/planning, application, ownership, skill progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

Students will perform tasks such as:

1. Discussing how people contribute to our society through a variety of careers (i.e. advertising, industrial design, architecture, web design, etc.)
2. Exploring ways in which the visual arts are related to other fine arts through classroom discussions.
3. Making connections between the visual arts and other disciplines in the curriculum through manipulatives, concepts, themes, and shared vocabulary in
 - language arts
 - history
 - music
 - physical education

Authentic Application

1. Art is reflected in the physical world around us and architects, designers and artists use it to improve physical environments.
2. Art crosses over into many fields of study including the technological and applied science design world.
3. Art works are a major part of all cultures and are highly valued and preserved for future generations in many places: museums, homes, public buildings, parks, films, books, etc.

Integration

Social Studies

Students will make connections between the people of various cultures and their creations.

Functional and non-functional objects can be compared within the various cultures.

Paintings and drawings can be visual representations of historical events.

Art makes connections between past and current events.

Language Arts

Pictorial elements, such as hieroglyphs, Native American symbols, Asian characters and cave paintings use symbolic (picture) language.

The 6+1 Writing Traits can be used for similar art traits, process explanation, and common vocabulary in the art curriculum.

Artists depict ideas with specific styles (voices) and symbols (word choices) in much the same way as a writer conveys ideas.

Brainstorming art ideas verbally, visually or in writing is beneficial to creating art.

Art journals can help keep a record of thoughts, visual images, reflections, evaluations of work, and art vocabulary terms.

Math

Formal design such as, tessellation patterns, geometric patterns, symmetry, spatial relationships and proportion uses mathematical concepts.

Mathematical tools, measurement, pattern, and scale are also utilized as art tools.

Lines and shapes can make up the structural base of paintings, drawings, and sculptures.

Technology

Specific processes are necessary to achieve desired results with software programs.

Graphic design, web page, set design, and illustration combine art and technology.

Technological tools such as digital cameras, scanners, and graphic programs are legitimate artistic media in contemporary society.

Performing Arts

Set and costume designs are integral parts of theatrical productions.

The organizational principles and elements of design apply to composing music as well as art.

There are periods of music, which parallel periods of art, such as Renaissance, Baroque, Neoclassicism, romanticism, impressionism, etc.

Music from other cultures can be inspirational in creating art.

Science

Design principles and elements are found in the structure of science and of other fine arts.

The inventions of Leonardo Da Vinci are art and science combined.

Artists use physical change to mold a lump of clay, while chemical change occurs in the firing process of clay and glazes.

Radial balance is studied by creating mandalas, folk paper cutting, and kaleidoscopes.

Color mixing involves light theory.

Symmetry and asymmetry are discussed while observing nature.

Weather and climate conditions assist in expressing emotions in a landscape.

Light source is discussed as a way of changing a color or value within a picture.

Art journals keep a record of thoughts, images, evaluations of work, and art vocabulary terms.

The scientific method and the design process have similar progression and development.

Instructional Resources

Prints

Careers in Art Posters

Set of 12 posters that give an overview of the options in art-related careers.

Crystal Productions

Box 2159

Glenview, IL 60025

Ceramics Posters

Set of 14 posters that include step by step photographs that illustrate the ceramics' concepts.

Crystal Productions

Box 2159

Glenview, IL 60025

Elements & Principles of Design Posters

Set of 14 posters that illustrate the seven "Principles of Design" and the seven "Elements of Design".

Crystal Productions

Box 2159

Glenview, IL 60025

Take 5 Art Prints

A series of prints in portfolios on themes (i.e., Pop Art, Women Artists, Sculpture, Urban Environments,...)

Crystal Publications

Box 2159

Glenview, IL 60025

Books

Bloom, Dwila. Multicultural Art Activities Kit.

Hume, Helen. The Art Teacher's Book of Lists.

Kong, Helen. The Great Clay Adventure.

Schuman, Jo Miles. Art From Many Hands.

Tejada, Irene. Brown Bag Ideas.

Vieth, Ken. From Ordinary to Extraordinary, Art & Design Problem Solving.

Video/DVD

African American Artists Series

Davis Publications, Inc.

50 Portland Street

Worcester, MA 01608

Basic Perspective Drawing

Gerald Brommer

Crystal Video

Glenview, IL

Calligraphy: 1

Learn & Earn Video

Goldsholl: Design & Film, Inc.

Degas and the Dancer

Devine Entertainment Corporation
Toronto Ontario, Canada

Drawing the Line, A Portrait of Keith Haring

Kultur International Films, LTD
W. Long Branch, NJ

Goya, Awakened in a Dream

Devine Entertainment Corporation
Toronto Ontario, Canada

Mary Cassatt American Impressionist

Devine Entertainment Corporation
Toronto Ontario, Canada

Masks From Many Cultures

Crystal Video
Glenview, IL

Mobile, Alexander Calder

National Gallery of Art, Washington

Monet, Shadow and Light

Devine Entertainment Corporation
Toronto Ontario, Canada

Rembrandt, Fathers and Sons

Devine Entertainment Corporation
Toronto Ontario, Canada

Tessellations: How to Create Them

Jim McNeal
Crystal Video
Glenview, IL

Winslow Homer, An American Original

Devine Entertainment Corporation
Toronto Ontario, Canada

Works by Women

Art From Ancient to ModernTimes

J. Weston Walch

Magazines

Arts & Activities

591 Camino de la Reina
San Diego, CA 92108

Scholastic Art

Scholastic Inc.
2931 East McCarthy Street
P.O. Box 3710
Jefferson City, MO 65102-3710

School Arts

Davis Publications, Inc.
50 Portland Street
Worcester, MA 01608

Web Sites

www.haring.com

Interactive site, artists biography, work,...

www.warhol.com

Artists biography, work,...

www.dia.org

Interactive gallery, resources, ...

www.fathringgold.com

Interactive site, artist biography, work,...

www.naea-reston.org

Special programs, convention information, and publications

www.sandford-artedventires.com

Art games, teacher and student resources

<http://falcom.jmu.edu/~ramseyil/arteducation.htm>

Various art web sites

www.mundidesign.com

interactive design and color theory for all ages

Assessment

Websites

www.rubistar4teachers.com

rubric design

www.rubimark.com

rubric design

Books

Assessment in Art Education-

Donna Kay Beattie-Davis Publications

CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

Arts and Communications - careers related to humanities and the performing, visual, literary and media arts.

Business, Management, Marketing & Technology - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

Engineering, Manufacturing and Industrial Technology - careers related to technologies necessary to design, develop, install or maintain physical systems.

Health Sciences - careers related to the promotion of health as well as the treatment of injuries and disease.

Human Services - careers in child care, civil service, education, hospitality and the social services.

Natural Resources and Agriscience - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

* Taken from MOIScripts, Michigan Occupational Information System, © 2000

