

Saint Benedict Academy: Art Curriculum Outline

	<u>COLOR</u>	<u>LINE</u>	<u>SHAPE</u>
PK/K:	Hue, Primary Colors	Exploration of line/tools	Recognize & draw basic geom. shapes
1 st :	Primary, Secondary	Above + add more media	Rectangles, trapezoids, triangles, fractions of shapes
2 nd :	Prim., Sec., Tertiary	+ implied texture with line	triangles, quad., pent., hex., fractions of shapes
3 rd :	P, S, Ter., Warm/Cool	+ Sketching VS Drawing	Quads, rhombuses, rectangles, positive/negative shapes
4 th :	P, S, T, W/C, Tint/Shade	Above + contour	Line of symmetry across a figure
5 th :	All + Complementary/Split	Above + 1 pt. persp., angles, perpendicular/parallel lines	Shapes at various angles All above + complex VS simple shapes (focal point)
6 th :	All + Expressive Use	2 pt. perspective character of line	All 2-d shapes, categories of shapes, combining shapes to create complex forms

Many of the considerations seen above correlate to the Common Core Standards or expectations appropriate for math/geometry for that particular grade.

TEXTURE

PK/K: Describing words, pattern

1st: Actual VS Implied, acad. Ing.
rubbings VS observation dwg.

2nd: tools to create texture (collage)

3rd: + add more media (printmaking)

4th: + add more media (clay)

5th: watercolor techniques

6th: Scratch art techniques

SPACE

front, back, high, low, center

placement on page

overlapping

atmospheric color

1 pt. perspective

2 pt. perspective

Surrealism, Magritte

VALUE

dark, light

pressure change with tools

+ close/far value changes

+ pointillism for shading
clay = sculpture, animal/human

+ hatching for shading
clay = slab box/construction

+ shading, light source

value for expressive qualities

FORM

drawing: flat, solid (i.e. cube)

clay = incised slab

dwg: 3-d prisms, cones, cylinders

clay = pinch pot

combine above > new forms
clay = combining above forms

dwg: + more complex

dwg: one solid from all viewpoints

clay/basket coiling technique

clay = expressive use, hollow
sculpture, abstraction

National Core Arts Standards: CREATING

PK/K: Play, building media knowledge/skills, explore materials, nature & buildings, explain process of creation.

1st: Collaborative exploration, material/tool exploration, classify objects, use acad. language to describe the creative process.

2nd: Brainstorm collaboratively for multiple approaches, variety of tools, repurpose found objects into art, peer discussion.

3rd: Elaborate on a simple idea, tool & tech. exploration, draw/model community bldgs., use detail elaboration for meaning.

4th: Brainstorm multiple approaches to design problems, collaborate to create meaningful work, construct regional environments, revise work after a crit.

5th: Combine ideas to generate new idea, investigate various approaches to begin a work of art, personally important places, artist statement.

6th: Combine concepts to generate new idea, research personally relevant content, redesign objects or places, reflect if art created meets intended purpose.

National Core Arts Standards: PRESENTING

PK/K: Pick favorite pieces of art to display - explain choices, what is an art museum.

1st: Explain ranking they'd give to good/bad artwork, who works in an art museum.

2nd: Categorize what artwork to display together for a theme, discuss art exhibits in a school VS a museum.

3rd: Planning to fit art in a particular space (pick a space in school), how different cultures record history through their art.

4th: How have technologies affected presentation of art, museums VS galleries VS studios?

5th: Roles of a curator, how do museums present ideas/concepts.

6th: Preserving 2-d VS 3-d artwork, how do museums represent the history & culture of a particular community (what if S.B. has an art museum).

National Core Arts Standards: RESPONDING

PK/K: Where is art in your home? What is an image VS the real thing?

1st: Art about daily life (Grandma Moses), compare images of same subject (could be from other cultures).

2nd: Perceive/describe characteristics of one's world: observational drawing of an object (details), categorize objects based on expressive characteristics.

3rd: Speculate on processes used to make a work of art, determine the message of a work of art.

4th: Compare the responses to similar works of art & their messages.

5th: Compare one's own interpretation of a work of art to peers, what are cultural associations to works of art.

6th: How do works of art reveal cultures...what are visual characters/components of cultures.

National Core Arts Standards: CONNECTING

PK/K: Create art that tells a story and tell why the pictures are important.

1st: When/why do kids make art outside of school?

2nd: Create works of art about important events in your life. Compare these to various cultures.

3rd: Develop art based on surroundings (draw part of the school/church). Do drawings of a school or a church have diff. meaning?

4th: Create art that reflect their Catholic community of traditions.

5th: Apply elements/principles of art to view their school/church in new ways. What would an artist notice?

6th: Find a common theme for the class that could be investigated through artwork - a common cause or interest...