

## Lower School Course Outline Pre-Kindergarten



### Subject: Visual Arts

#### Introduction:

The visual arts curriculum addresses state and national arts standards that include aesthetics, creation and performance, elements and principles, critique, and world history, culture, and society. Cross curricular ideas and concepts are also integrated.

Students are encouraged to think creatively, be open to new ideas and approaches, and express themselves. The program continually builds on concepts, techniques, and materials that are introduced at the earliest levels. Lessons are constructed in such a way that diverse learning styles and choices are respected. The fundamental goal of the program is to have students experience the joy of creating, develop imagination, and introduce technical skills that will enhance the visual message. Visual arts classes are held once a week for a 45-minute period in the art room.

#### Content:

Hands-on exploration is key to the visual arts at this level. Emphasis is placed on process and not product. Variety in media, tools, and technique are used to spark interest and imaginations. Students are beginning to develop routines for entering the art room, working, and cleaning-up. Also introduced is the safe use of materials. Art and literature are used to introduce and reinforce ideas relating to the lesson.

#### Materials:

Drawing and painting materials, such as crayons, markers, pencils, and brushes; scissors; paper in a variety of color, texture, and size; sculpture materials, such as pipe cleaners, environmental items found in school or nature, and clay; visual images of famous works of art; and children's literature comprise the fundamental art materials.

#### Evaluation:

Teacher observations form the core of the evaluation process at the Pre-Kindergarten level.

## **Lower School Course Outline Kindergarten**

### **Subject: Visual Arts**

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#### **Content:**

Students continue to work towards mastering cutting techniques, gluing and attaching methods, and holding and manipulating drawing materials. Projects look at the basics of art, the elements of line, shape, color, texture, while focusing on a sense of discovery. Variety in two and three dimensional media is part of the kindergarten year. Each child builds confidence in their abilities as a can do attitude is the mantra of the art room.

#### **Materials:**

Drawing and painting materials, such as crayons, markers, pencils, and brushes; scissors; paper in a variety of color, texture, and size; sculpture materials, such as pipe cleaners, environmental items found in school or nature, and clay; visual images of famous works of art; and children's literature comprise the fundamental art materials.

#### **Evaluation:**

Teacher observations form the core of the evaluation process at the kindergarten level.

## **Lower School Course Outline First Grade**

### **Subject: Visual Arts**

#### **Introduction:**

The visual arts curriculum addresses state and national arts standards that include aesthetics, creation and performance, elements and principles, critique, and world history, culture, and society. Cross curricular ideas and concepts are also integrated.

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#### **Content:**

Students are gaining a basic vocabulary of techniques and terms. Projects in general last over consecutive classes with a different concept or technique applied at each stage. Projects are designed to encourage and challenge students at their own level or stage of development. Students learn how to represent objects as they appear in space. A variety of media are explored in two and three-dimensional formats.

#### **Materials:**

Drawing and painting materials, such as crayons, markers, pencils, and brushes; scissors; paper in a variety of color, texture, and size; sculpture materials, such as pipe cleaners, environmental items found in school or nature, and clay; visual images of famous works of art; and children's literature comprise the fundamental art materials.

#### **Evaluation:**

Teacher observations form the core of the evaluation process at the first grade level.

## **Lower School Course Outline Second Grade**

### **Subject: Visual Arts**

#### **Introduction:**

The visual arts curriculum addresses state and national arts standards that include aesthetics, creation and performance, elements and principles, critique, and world history, culture, and society. Cross curricular ideas and concepts are also integrated.

Students are encouraged to think creatively, be open to new ideas and approaches, and express themselves. The program continually builds on concepts, techniques, and materials that are introduced at the earliest levels. Lessons are constructed in such a way that diverse learning styles and choices are respected. The fundamental goal of the program is to have students experience the joy of creating, develop imagination, and introduce technical skills that will enhance the visual message. Visual arts classes are held once a week for a 45-minute period in the art room.

#### **Content:**

Students continue to expand their arts based vocabulary. Projects are designed to stretch students' imaginations and develop their problem solving abilities. Cross-curricular projects are introduced at this level. One example is the exploration of Egyptian art during the second grade study of Ancient Egypt. The basic shape and proportions of the human face are studied to produce the first in a series of self-portraits that will continue through the middle school curriculum.

#### **Materials:**

Drawing and painting materials, such as crayons, markers, pencils, and brushes; scissors; paper in a variety of color, texture, and size; sculpture materials, such as pipe cleaners, environmental items found in school or nature, and clay; visual images of famous works of art; and children's literature comprise the fundamental art materials.

#### **Evaluation:**

Teacher observations form the core of the evaluation process at the second grade level.

## **Lower School Course Outline Third Grade**

### **Subject: Visual Arts**

#### **Introduction:**

The visual arts curriculum addresses state and national arts standards that include aesthetics, creation and performance, elements and principles, critique, and world history, culture, and society. Cross curricular ideas and concepts are also integrated.

Students are encouraged to think creatively, be open to new ideas and approaches, and express themselves. The program continually builds on concepts, techniques, and materials that are introduced at the earliest levels. Lessons are constructed in such a way that diverse learning styles and choices are respected. The fundamental goal of the program is to have students experience the joy of creating, develop imagination, and introduce technical skills that will enhance the visual message. Visual arts classes are held once a week for a 45-minute period in the art room.

#### **Content:**

Students have gained a working knowledge of arts media and techniques. Projects now become more complex with emphasis placed on developing craftsmanship and organizational skills. Each project is designed to extend the understanding of the elements of art. Independence and cooperation in the art room is stressed by placing responsibility of supply distribution and collection on students. Students are expected to maintain the order of their personal workspace as well as group areas.

#### **Materials:**

Drawing and painting materials, such as crayons, markers, pencils, and brushes; scissors and other cutting tools; paper in a variety of color, texture, and size; sculpture materials, such as pipe cleaners, environmental items found in school or nature, and clay; visual images of famous works of art; and art reference books comprise the fundamental art materials.

#### **Evaluation:**

Teacher observations form the core of the evaluation process at the third grade level.

## **Lower School Course Outline Fourth Grade**

### **Subject: Visual Arts**

#### **Introduction:**

The visual arts curriculum addresses state and national arts standards that include aesthetics, creation and performance, elements and principles, critique, and world history, culture, and society. Cross curricular ideas and concepts are also integrated.

Students are encouraged to think creatively, be open to new ideas and approaches, and express themselves. The program continually builds on concepts, techniques, and materials that are introduced at the earliest levels. Lessons are constructed in such a way that diverse learning styles and choices are respected. The fundamental goal of the program is to have students experience the joy of creating, develop imagination, and introduce technical skills that will enhance the visual message. Visual arts classes are held once a week for a 45-minute period in the art room.

#### **Content:**

Students at this level are introduced to the idea of realism. A realistic self-portrait in pencil demonstrates the beginnings of understanding value, shading, and creating a sense of volume. Concepts of perspective such as overlapping, placement, and size are looked at in depth. Sketchbooks, as a tool and journal, are introduced with assignments given about every four weeks. Sketchbooks are used to extend the current unit of study or as an introduction for the development of ideas.

#### **Materials:**

Drawing and painting materials, such as crayons, markers, pencils, and brushes; scissors and other cutting tools; paper in a variety of color, texture, and size; sculpture materials, such as pipe cleaners, environmental items found in school or nature, and clay; student-designed sketchbooks, visual images of famous works of art; and art reference books comprise the fundamental art materials.

#### **Evaluation:**

Teacher observations form the core of the evaluation process at the fourth grade level.

## **Lower School Course Outline Fifth Grade**

### **Subject: Visual Arts**

#### **Introduction:**

The visual arts curriculum addresses state and national arts standards that include aesthetics, creation and performance, elements and principles, critique, and world history, culture, and society. Cross curricular ideas and concepts are also integrated.

Students are encouraged to think creatively, be open to new ideas and approaches, and express themselves. The program continually builds on concepts, techniques, and materials that are introduced at the earliest levels. Lessons are constructed in such a way that diverse learning styles and choices are respected. The fundamental goal of the program is to have students experience the joy of creating, develop imagination, and introduce technical skills that will enhance the visual message. Visual arts classes meet twice a week for 45-minute periods in the art room.

#### **Content:**

The fifth grade visual arts program is a culmination (with mastery expected) of the concepts and techniques taught in previous years. Students are using a variety of art terms to describe the works by famous artists. Refining skills in painting, drawing, and sculpture is the emphasis of the fifth grade year. Sketchbooks are used on a regular basis for pre-planning, developing observational skills, and stimulating the imagination.

#### **Materials:**

Drawing and painting materials, such as crayons, markers, pencils, and brushes; scissors and other cutting tools; paper in a variety of color, texture, and size; sculpture materials, such as wire, environmental items found in school or nature, and clay; student-designed sketchbooks, visual images of famous works of art; and art reference books comprise the fundamental art materials

#### **Evaluation:**

Review of sketchbooks, class participation, and projects form the core of the evaluation process at the fifth grade level.