

Locust Valley Central School District
K-5 Curriculum Guides
Art



Kindergarten

- Demonstrate safe **scissor** use and control.
- Demonstrate appropriate use of **glue** application.
- Recognize and draw basic **shapes**: square, rectangle, circle, oval and triangle.
- Recognize and draw basic **lines**: straight, wavy, thick, thin, diagonal, zigzag, spiral, curved, and dotted or dashed (broken).
- Demonstrate basic **paper folding**: side to side, corner to corner, and accordion fold.
- Recognize and name the **colors**.
- Name the **primary colors** and **secondary colors**.
- Distinguish the difference between **warm** and **cool** colors.
- Demonstrate basic control of **painting** and printing tools such as brushes and other gadgets.
- Practice **modeling clay** or **paper** into various 3D **forms**.
- Recognize and use **patterns** in art and objects.
- Use words to describe visual and applied **texture**.
- Demonstrate understanding of **vertical** and **horizontal** orientation.
- Identify **space** in art: near/far, beside/overlapping, above/below, top/bottom, front/back, over/under.
- Draw a **figure** using shape rather than line.
- Create artwork inspired by **personal experiences**, environment, imagination/visualization, and observation of real objects.
- Create artwork inspired by natural **connections** with math, language arts, science, and/or social studies.
- Recognize and discuss selected western and non-western artwork, artists, styles to include a minimum of three artists for the year.
- Find clues in artwork that determine time and place.
- Express a preference for one artwork over others and offer a reason.
- Explain ideas, thoughts, experiences and feelings expressed in personal artwork.

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K-5 Curriculum Guides



Art

Grade 1

- Demonstrate safe **scissor** use and control.
- Demonstrate appropriate use of **glue** application.
- Recognize and draw basic **shapes**: square, rectangle, circle, oval and triangle.
- Recognize and draw basic **lines**: straight, wavy, thick, thin, diagonal, zigzag, spiral, curved, and dotted or dashed (broken).
- Recognize and use **patterns** in art and objects.
- Demonstrate basic **paper folding**: side to side, corner to corner, and accordion fold.
- Demonstrate the process of **weaving** through fiber or paper.
- Recognize and name the **colors**.
- Name the **primary colors** and **secondary colors**.
- Recognize **neutral, warm** and **cool colors**.
- Demonstrate basic control of **painting** and printing tools such as brushes and other gadgets.
- Practice **modeling clay** or **paper** into various 3D **forms**.
- Use words to describe visual and applied **texture**.
- Demonstrate and recognize **balance**: Symmetry.
- Demonstrate understanding of **vertical** and **horizontal** orientation.
- Identify and draw examples of **space** in art: near/far relationships to **depth perception**, beside/overlapping, above/below, top/bottom, front/back, over/under.
- Uses the concept of a **horizon line**.
- Introduce **proportion**. Create a **portrait** using the correct shape, placement and size.
- Create artwork inspired by **personal experiences**, environment, imagination/visualization, and careful observation of real objects.
- Create artwork inspired by natural **connections** with math, language arts, science, and/or social studies.
- Recognize and discuss selected western and non-western artwork, artists, styles to include a minimum of three artists for the year.
- Describe similarities and differences in pairs of artwork.
- Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.
- Express a preference for one artwork over others and offers a reason.
- Explain ideas, thoughts, experiences and feelings expressed in personal artwork.

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K-5 Curriculum Guides



Art

Grade 2

- Demonstrate safe **scissor** use and control.
- Demonstrate appropriate use of **glue** application.
- Recognize and draw basic **shapes**: square, rectangle, circle, oval, teardrop, diamond, and triangle.
- Transforms **2D shapes** (triangle and square) into **3D forms** (sphere, cone, cylinder, pyramid, and cube)
- Recognize and draw basic **lines**: straight, wavy, thick, thin, diagonal, zigzag, spiral, curved, and dotted or dashed (broken) and how lines convey feelings.
- Recognize and use **patterns** in art and objects.
- Recognize **primary, secondary, neutral, warm** and **cool colors** as well as **tints** and **shades**.
- Use words to describe visual and applied **texture** on objects and in art.
- Demonstrate basic control of **painting** and printing tools such as brushes and other gadgets.
- Practice **modeling clay** or **paper** into various 3D **forms**.
- Demonstrate and recognize **balance**: Symmetry.
- Demonstrate understanding of **vertical** and **horizontal** orientation.
- Identify and draw examples of **space** in art: near/far relationships to **depth perception**, beside/overlapping, above/below, top/bottom, front/back, over/under.
- Uses the concept of a **horizon line** with the background and foreground.
- Demonstrate **proportion**. Create a **portrait** using the correct shape, placement and size.
- Create artwork inspired by **personal experiences**, environment, imagination/visualization, and careful observation of real objects.
- Create artwork inspired by natural **connections** with math, language arts, science, and/or social studies.
- Recognize and discuss selected western and non-western artwork, artists, styles to include a minimum of three artists for the year.
- Describe similarities and differences in pairs of artwork.
- Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.
- Express a preference for one artwork over others and offers a reason.
- Explain ideas, thoughts, experiences and feelings expressed in personal artwork.

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K-5 Curriculum Guides



Art

Grade 3

- Describe the use of **art elements** used in prints and 3-D forms from various cultures (line, shape, color, form, value, texture, and space).
- Recognize the difference between **geometric and organic shapes**.
- Demonstrate and recognize two kinds of **balance**: symmetry and asymmetry.
- Identify and draw examples of **space** in art: near/far relationships to **depth perception**, beside/overlapping, above/below, top/bottom, front/back, over/under.
- Uses the concept of a **horizon line** with three layers of **space**: foreground, middle ground, and background.
- Recognize positive and negative **space**.
- Demonstrate the use of **value** to create realism in drawings: Shading
- Apply basic control of **printmaking** skills to paper with relief printing such as styrofoam.
- Practice **modeling clay or paper** into various 3D **forms**.
- Improve control of various **brush techniques**: wet on wet and wet on dry and dry on dry.
- Introduce various **painting techniques** including experimental such as straw and feather.
- Name the **secondary colors** and make from **primary colors**: 6 hue color wheel
- Recognize **intermediate colors, analogous colors, neutral, warm and cool colors** as well as **tints and shades**.
- Create artwork inspired by **personal experiences**, environment, imagination/visualization, and careful observation of real objects.
- Create artwork inspired by natural **connections** with math, language arts, science, and/or social studies.
- Recognize and discuss selected western and non-western artwork, artists, styles to include a minimum of three artists for the year.
- Describe similarities and differences in pairs of artwork.
- Poses questions and gathers information from artwork.
- Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.
- Express a preference for one artwork over others and offers a reason.

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K-5 Curriculum Guides



Art

Grade 4

- Describe the use of **art elements** used in prints and 3-D forms from various cultures (line, shape, color, form, value, texture, and space).
- Recognize the use of design **principles** in art forms: balance, contrast, emphasis, movement (rhythm), pattern (repetition), proportion and unity.
- Recognize and demonstrate three kinds of **balance**: symmetry, asymmetry and radial.
- Demonstrate the process of **weaving** through fiber or paper.
- Demonstrate proper **facial proportions** using line, shape, placement and size.
- Recognize positive and negative **space**.
- Recognize and create three layers of **space** in art: foreground, middle ground, and background.
- Apply one point **perspective** technique using horizon line, vanishing point, converging line and ruler; 1 point perspective, ex: boxes.
- Experiment with various **watercolor and painting** brush techniques.
- Recognize **primary, secondary, intermediate, analogous, neutral, warm** and **cool** colors as well as **tints** and **shades**.
- Demonstrate ability to mix **secondary colors**.
- Recognize and use **complementary and monochromatic** color theory.
- Introduce thin to thick letters and demonstrate basic **graphic lettering**.
- Create artwork inspired by **personal experiences**, environment, imagination/visualization, and careful observation of real objects.
- Create artwork inspired by natural **connections** with math, language arts, science, and/or social studies.
- Recognize and discuss selected western and non-western artwork, artists, styles to include a minimum of three artists for the year.
- Describe similarities and differences in pairs of artwork.
- Poses questions and gathers information from artwork.
- Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.
- Express a preference for one artwork over others and offers a reason.

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K-5 Curriculum Guides



Art

Grade 5

- Describe the use of **art elements** used in prints and 3-D forms from various cultures. (line, shape, color, form, value, texture, and space).
- Recognize the use of design **principles** in art forms: balance, contrast, emphasis, movement (rhythm), pattern (repetition), proportion and unity.
- Recognize and demonstrate three kinds of **balance**: symmetry, asymmetry, and radial.
- Demonstrate the use of value to create realism in drawings; Shading.
- Improve control of various brush techniques: wet on wet, wet on dry, dry on dry, salt texture and wax resist.
- Recognize the difference between **geometric and organic shapes**.
- Recognize and demonstrate three kinds of **balance**: symmetry, asymmetry and radial.
- Refine thin to thick letters and demonstrate basic **graphic lettering**.
- Find examples of near-large and far-small relationships to **depth perception**.
- Name the **secondary/intermediate colors** and make from **primary colors**: 12 hue color wheel.
- Recognize **primary, secondary, intermediate, neutral, warm and cool** colors as well as **tints** and **shades**.
- Recognize and use **complementary** and **analogous** color theory.
- Demonstrate the process of **weaving** through fiber arts: weaving into burlap, cardboard loom weaving or string art.
- Apply and refine **perspective** technique using horizon line, vanishing point, and ruler: 1 point perspective. Ex: fences, telephone poles, trees, buildings, letters.
- Create artwork inspired by **personal experiences**, environment, imagination/visualization, and careful observation of real objects.
- Create artwork inspired by natural **connections** with math, language arts, science, and/or social studies.
- Recognize and discuss selected western and non-western artwork, artists, styles to include a minimum of three artists for the year.
- Describe similarities and differences in pairs of artwork.
- Pose questions and gather information from artwork.
- Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.
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K-5 Curriculum Guides
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LIFE SKILLS

Each class period will focus on a skill movement which will allow students to develop and apply basic gross motor skills that can enhance success for future life skills. Some skill objectives will be met in one period while others may carry over to the next class.

Objectives and examples include:

Recognition of shapes and colors.

Sorting colors and shapes.

Proper use of glue.

Cutting with scissors, depending on ability.

Gripping objects of assorted shapes, sizes and weights.

Create work that reflects a developing concept of line, shape, color, and texture.

Length of time consistently holding objects with or without assistance for tasks.

Ability and repetition of hand and arm movements with or without assistance.

Attentive focus on the task at hand may be limited so improvement will be noted as the year goes on.

Cumulative activity:

Each class will end (if time allows) with an activity that will build strength and increase hand dexterity. Model magic, blocks and other mediums that allow for fine motor skills to develop will be offered.

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K-5 Curriculum Guides
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NATIONAL CORE ART STANDARDS

CREATING: Conceiving and developing new artistic ideas and work.

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

PRESENTING: Interpreting and sharing artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

RESPONDING: Understanding and evaluating how the arts convey meaning.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

CONNECTING: Relating artistic ideas and work with personal meaning and external context.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.