

Elementary Art Curriculum

The elementary art curriculum focuses on integrating aesthetics, studio art, collaboration, and art history in an engaging, creative, and imaginative environment.

Many projects and discussions incorporate art with the classroom curriculum.

Technology works seamlessly in supporting lessons through the use of display screens, laptop computers, chromebooks and iPads. The technology staff and computer room are also a resource for the art teachers and their program.

Art history/aesthetic visual discussions make frequent use of projected images.

Students observe and discuss various aspects of the images, such as color, space, line, and form; how these images make them feel; what they see; and what they like and dislike and why. Knowledge of the artists and the society they were part of also plays a role in students acquiring an understanding of art and the context in which it is created.

Studio projects relate to concepts covered in the visual presentation and discussion.

While students work on their studio projects images are displayed for continuous reference. Students have access to computers in the room to look up questions or other artists as they work.

Elementary art teachers have designed a core group of subjects and artists for each grade, which creates a base curriculum that is consistent throughout the District.

Building on that core of subjects, teachers include additional artists to enhance the core curriculum. The elementary art curriculum is shared with Middle School and High School teachers so they are aware of what students previously studied.

Here is a summary of District-wide grade level core subjects as they are related to art history, aesthetics, and culture:

- **Kindergarten:** Africa and Wassily Kandinsky.
- **First Grade:** Cave art (prehistoric), Alexander Calder, and Henri Matisse.
- **Second Grade:** Landscapes (i.e Japanese gardens and scrolls, Chinese bamboo brush paintings, Western landscapes), Romare Bearden, Henri Rousseau.
- **Third Grade:** Architecture (comparing architecture from various cultures and time periods, i.e. palaces and sacred spaces from the East and the West), Antoni Gaudi, Louise Nevelson.

- **Fourth Grade:** Collaborative Mural Project/Public Art (i.e. Pablo Picasso, Georgia O’Keeffe, Keith Haring, Diego Rivera, Marc Chagall)
- **Fifth Grade:** Contemporary American Artists, (i.e. Wayne Thiebaud, Elizabeth Murray, Faith Ringgold, Sol Lewitt, Barbara Kruger, Isamu Noguchi)

In addition to these core subjects, each grade level focuses on building art skills and knowledge.

Kindergarten

- Use the elements of art to create art: recognize and find those elements (line, shape, color, form) in art, everyday objects, and nature; use lines to draw and create shapes; use basic geometric shapes in art; know and use the primary colors (hues) in art.
- Develop observational skills by deconstructing images and through observational drawing.
- Recognize the essence of form of a known object; develop sculptural form using assemblage.
- Students will use the basic language of art to discuss their own artwork.
- Use principles of art to create: recognize principles of pattern/repetition and texture.
- Develop fine motor skills.
- Use a wide variety of art materials/media.
- Complete many kinds of art individually and collaboratively.
- Observe art created by various cultures and by master artists.
- Create and respond to art in a responsible, respectful manner: use materials appropriately and safely; appreciate the creativity of others; identify, locate, manage, and clean up and put away tools and materials; create art with respect for self and others.

First Grade

- Expand ability to use the elements of art.
- Find and use organic and geometric shapes.
- Recognize primary and secondary colors, warm and cool colors.
- Expand skills and knowledge in additive and subtractive sculpture: develop sculptural form through a combination of several media, such as assemblage, clay, paper.
- Observe art made by another culture and by two or three master artists.
- Feel comfortable discussing works of art.

Second Grade

- Recognize and use horizontal, vertical, diagonal lines.
- Recognize and use foreground, middleground, and background
- Expand use of colors, such as mixing primary colors to secondary colors, and understanding how a color wheel works.
- Understand and identify textural differences.
- Identify and create examples of pattern and movement.
- Expand a variety of art materials: experience form through manipulation of a variety of media.
- Observe art made by other cultures and master artists.

Third Grade

- Recognize and learn to use contour line drawing, positive and negative shapes, and color scheme
- Experiment further with primary and secondary colors and color value
- Use the horizon line and overlapping shapes to create illusions of space.
- Balance (symmetrical and asymmetrical), unity, movement, proportion, contrast, variety, and pattern
- Experience art made by various cultures and master artists: learn about cultural contrast.

Fourth Grade

- Recognize and learn to use positive/negative space, form, value and color in two and three dimensional art.
- Expand ability to use the principles of art.
- Develop a collaborative project that will be displayed as public art.
- Observe art made by various cultures and master artists and sculptors.
- Expand ability to use a variety of art materials and tools, and practice proper maintenance.

Fifth Grade

- Further develop perspective, symbolic understanding, the color wheel, hue placement and mixing.
- Further develop contour drawing, eye/hand coordination, and drawing by observation, imagination and from memory.
- Students concentrate on American artists; learn the artist's basic background, anecdotal details, and how they express ideas and feelings; recognize and learn

to use different ways artists get their ideas (thumbnails, brainstorming, rough sketch, reference, imagination, sketching from life).

- Continue to make connections between art and other disciplines.
- Discuss mathematical principles related to art.