

Livonia Public Schools K-6 Art Curriculum

In alignment with the National Standards for Art

Legend:

-  Gray squares indicate where concepts are introduced.
-  Black squares indicate where concepts are developed.

.Artistic Perception

-Awareness and sensitivity to natural and human-made environments

Concepts

Students progressively learn that their multisensory experiences, such as hearing, touching, moving, and seeing can help them perceive and identify the visual elements of art (line, color, value, shape, texture, form and shape), as well as the visual principles of design (unity, variety, emphasis, balance, proportion, pattern and rhythm).

A. Elements of Art

1. Line	K	1	2	3	4	5	6
a.) Explore and examine LINE in art.							
b.) Identify and name types of LINE (e.g., curved, straight, thick, thin, fine, broad, dotted, wavy, zigzag, continuous, broken)							
c.) Use a variety of art media and tools to create LINE.							
d.) Use LINE to create shape or form.							
e.) Use LINE to create pattern and texture.							
f.) Use LINE to create movement.							
g.) Use LINE to express thoughts and emotions.							
h.) Identify, name and use LINE as							

1. Line	K	1	2	3	4	5	6
being an element of art.							

2. Color	K	1	2	3	4	5	6
a.) Explore and examine COLOR in art.							
b.) Name and identify WARM COLORS and use them in a composition.							
c.) Name and identify COOL COLORS and use them in a composition.							
d.) Name and identify PRIMARY and SECONDARY COLORS.							
e.) Mix PRIMARY COLORS to make SECONDARY COLORS.							
f.) Name and identify INTERMEDIATE COLORS.							
g.) Mix PRIMARY COLORS with SECONDARY COLORS to make INTERMEDIATE COLORS.							
h.) Identify, name and use NEUTRALS (e.g., white, black, gray).							
i.) Identify, name and use COLOR SCHEMES (e.g., harmonies).							
j.) Name, identify and use COLORS as being an element of art.							

3. Value	K	1	2	3	4	5	6
a.) Explore and examine VALUE in art as being the lightness and darkness of a color (e.g., pink is a light VALUE of red, while navy is a dark VALUE of blue).							
b.) Create color TINTS (light VALUES) by adding color to white							
c.) Create color SHADES (dark VALUES) by adding black to colors.							
d.) Name, identify and use VALUE as being an element of art.							

4. Shape	K	1	2	3	4	5	6
a.) Explore and examine SHAPE in art.							
b.) Recognize SHAPE as being two-dimensional flat space enclosed by actual or implied lines.							
c.) Identify ORGANIC SHAPES (e.g., irregular in outline).							
d.) Identify and name GEOMETRIC SHAPES (e.g., square, circle, triangle).							
e.) Arrange SHAPES to create a work of art.							
f.) Use SHAPE to create pattern and texture.							

4. Shape	K	1	2	3	4	5	6
g.) Name, identify, and use SHAPE as being an element of art.							

5. Texture	K	1	2	3	4	5	6
a.) Explore and examine TEXTURE in art.							
b.) Recognize TEXTURE as the look and/or feel of a surface.							
c.) Identify and name different types of TEXTURES (e.g., shiny, dull, rough, smooth, silky, pebbly).							
d.) Distinguish between tactile and visual TEXTURE.							
e.) Create TEXTURE in a work of art.							
f.) Name, identify, and use TEXTURE as being an element of art.							

6. Form	K	1	2	3	4	5	6
a.) Explore and examine FORM in art.							
b.) Recognize FORM as being a three-dimensional object with height, width and depth.							
c.) Identify ORGANIC FORMS (e.g., objects with irregular outlines).							

6. Form	K	1	2	3	4	5	6
d.) Identify and name GEOMETRIC FORMS (e.g., sphere, cone, cube, pyramid).							
e.) Arrange FORMS to create a sculpture.							
f.) Name, identify, and use FORM as being an element of art.							

7. Space	K	1	2	3	4	5	6
a.) Explore and examine SPACE in art.							
b.) Recognize that SPACE is the open area around, above, between, within, or below objects.							
c.) Recognize POSITIVE SPACE as the area with shapes and forms.							
d.) Recognize NEGATIVE SPACE as the area outside shapes and forms.							
e.) Work with SPACE to show an illusion of depth.							
f.) Name, identify, and use SPACE as being an element of art.							

B. Principles of Design

1. Unity	K	1	2	3	4	5	6
a.) Explore and examine UNITY in art.							
b.) Recognize that UNITY in a work of art is a quality that occurs when all its elements and principles are working together.							
c.) Identify and name the elements and/or principles in a work of art that create UNITY.							
d.) Identify and use UNITY as being a principle of design.							

2. Variety	K	1	2	3	4	5	6
a.) Explore and examine VARIETY in art.							
b.) Recognize that VARIETY in a work of art is a change in shape, form, appearance, or detail that create interest.							
c.) Recognize that UNITY and VARIETY often work together in design.							
d.) Identify and use VARIETY as being a principle of design.							

3. Emphasis	K	1	2	3	4	5	6
a.) Explore and examine EMPHASIS in art.							
b.) Recognize that EMPHASIS implies areas (e.g., shapes, sizes, colors) in a work of art that dominates and draws attention to the main area.							
c.) Identify EMPHASIS in works of art.							
d.) Identify and use EMPHASIS as being a principle of design.							

4. Balance	K	1	2	3	4	5	6
a.) Explore and examine BALANCE in art.							
b.) Recognize that BALANCE is a way of arranging elements of design to give artwork a sense of equality in visual weight.							
c.) Name symmetrical (formal) BALANCE in a work of art.							
d.) Name radial (from the center) BALANCE in a work of art.							
e.) Name asymmetrical (informal) balance in a work of art.							

5. Proportion	K	1	2	3	4	5	6
a.) Explore and examine PROPORTION in art.							
b.) Recognize that PROPORTION is size relationship of one part to another in a work of art.							
c.) Recognize that PROPORTION can indicate distance (small shapes are far away; large shapes are close-up).							
d.) Identify and use PROPORTION as being a principle of design.							

6. Pattern	K	1	2	3	4	5	6
a.) Explore and examine PATTERN in art.							
b.) Recognize that PATTERN is an arrangement of lines, shapes, colors, or forms in a regular repetition.							
c.) Name, identify and use PATTERN as being a principle of design.							

7. Rhythm	K	1	2	3	4	5	6
a.) Explore and examine RHYTHM in art.							

7. Rhythm	K	1	2	3	4	5	6
b.) Recognize that RHYTHM is a sense of visual movement achieved by the repetition of one or more elements of design in a work of art.							
c.) Identify and use RHYTHM as being a principle of design.							

II. Creative Art Process

-Inventive and imaginative expression through art material and tools.

Concepts

Students progressively learn to experiment with art materials in order to understand properties and develop manipulative skills and in order to express individual ideas, thoughts, and feelings in simple media.

A. Media and Methods

1. Drawing	K	1	2	3	4	5	6
a.) Through DRAWING express individual ideas, thoughts and feelings.							
b.) DRAW with a variety of materials.							
c.) DRAW from memory, imagination, or observation.							

2. Collage, Mosaic, and Mixed Media	K	1	2	3	4	5	6
a.) Through COLLAGE, MOSAIC, or MIXED MEDIA express individual ideas, thoughts, and feelings.							

2. Collage, Mosaic, and Mixed Media	K	1	2	3	4	5	6
b.) Using a variety of materials (e.g., photographs, magazine pictures, paper, yarn, paint, crayons), create a MIXED-MEDIA, COLLAGE, or MOSAIC artwork.							

3. Painting	K	1	2	3	4	5	6
a.) Through PAINTING express individual ideas, thoughts, and feelings.							
b.) Using a variety of painting tools and materials (e.g., tempera or liquid school acrylic, brushes, string, fingers, sponges, found objects, paper), to create an artwork.							

4. Printmaking	K	1	2	3	4	5	6
a.) Through PRINTMAKING express individual ideas, thoughts, and feelings.							
b.) Using a variety of tools and materials to create a PRINT.							

5. Sculpture	K	1	2	3	4	5	6
a.) Through SCULPTURE express individual ideas, thoughts, and feelings.							

5. Sculpture	K	1	2	3	4	5	6
b.) Understand the difference between two-dimensional artwork and SCULPTURE.							
c.) Create a SCULPTURE using a variety of tools and materials – SCULPTURE (e.g., clay, wood, plastic, boxes, paper cardboard, toothpicks, paper mache' or plaster of Paris).							
d.) Differentiate between ADDITIVE and SUBTRACTIVE SCULPTURE.							

6. Textiles and Fibers	K	1	2	3	4	5	6
a.) Through TEXTILES AND FIBERS express individual ideas, thoughts, and feelings.							
b.) Using a variety of methods, tools and materials (e.g., yarn, string, plastic, paper, fabric), create a TEXTILE artwork.							

7.) Technology	K	1	2	3	4	5	6
a.) Through TECHNOLOGY express individual ideas, thoughts, and feelings.							
b.) Explore and examine how COMPUTER TECHNOLOGY is used to create works of art.							

B. Safety in the Creative Process

	K	1	2	3	4	5	6
1. On a consistent basis, demonstrate a cautious respect for art materials and tools.							
2. On a consistent basis, demonstrate caring for and cleaning of art materials and tools.							

III. Art History

-Art appreciation through historical and cultural context-

Concepts

Students progressively learn and talk about contemporary and past styles of artworks, to include cultural origins and functions. They study themes, relative ages of artworks, reasons for creating art, art museums, careers in art, and biographical information about individual artists.

A. Artistic Traditions, Past and Present

	K	1	2	3	4	5	6
1. Recognize ART as being a visual record of humankind.							
2. Explore cultural traditions and ethnic heritage in ART. a. Recognize images, symbols, motifs and themes representing the ART of specific cultures and traditions. b. Recognize differences among styles of ART reflecting cultural tradition and ethnic heritage.							
3. Introduce historical time frames in which ART was created.							
4. Introduce contextual information about the ART of individual artists.							

B. Art in the Environment and Community

	K	1	2	3	4	5	6
1. Explore the role of ART museums in the community.							
2. Recognize the role of visual ARTS in the community.							
3. Develop an awareness of art and its origins.							

C. Art Careers

	K	1	2	3	4	5	6
1. Explore careers in the field of ART.							
2. Recognize the value of ART in a variety of careers.							

IV. Art Criticism

-Aesthetic valuing through initial response and evaluation-

Concepts

Students progressively learn about looking at and exploring art-Perceiving, analyzing, comparing, contrasting evaluating, and judging their own and others' artworks. Positive attitudes are reinforced through thoughtful response, as well as through individual and group evaluations.

A. Explore and Examine Artworks

	K	1	2	3	4	5	6
1. Selections from self and-or other							

	K	1	2	3	4	5	6
students.							
2. Selections of major artists.							

B. Explore Contextual Clues

	K	1	2	3	4	5	6
1. Explore settings in which art is created.							

C. Explore functions and Purposes of Art

	K	1	2	3	4	5	6
1. Explore functions and purposes of art.							

D. Develop a Knowledge of the Process of Art Criticism

	K	1	2	3	4	5	6
1. Talk about initial response to the artwork.							
2. Describe sensory qualities and technical aspects of the artwork.							
3. Analyze the artwork by comparing and contrasting principles of design.							
4. Interpret the artist's meaning, mood and symbolism and other expressive qualities of the artwork.							
5. Judge the artwork and offer reasons.							

