

Wallingford Public Schools – ELEMENTARY SCHOOL COURSE OUTLINE

Course Title: Elementary Art	
Department: Art	Grade(s): 3-5
<p>Elementary Art Program The Visual arts interpret and reflect life. Through studying art, children gain valuable insight along with knowledge about the world, and skills they can use throughout their lives. Art education helps children respond to what they see in the world around them. Students will perceive and grasp relationships in their environment; think creatively while developing skills; gain manipulative and organizational skills; learn about humankind’s vast cultural heritage; understand the nature of art and the creative processes and make informed aesthetic judgments.</p>	
<p>Required Instructional Materials</p> <p align="center">Slides and slide projector and/or Computer</p>	<p>Completion/Revision Date Approved by Board of Education February 25, 2009</p>

<p>Mission Statement of the Curriculum Management Team</p> <p>The mission of the Art and Music Curriculum Management Team is to ensure that the K-12 curriculum provide educational experiences that foster creative expression, develop the full range of students’ abilities in music and the visual arts, and develop in students the ability to make informed aesthetic choices. The Wallingford graduate will possess an appreciation of the importance of the arts in relation to history, cultures, and our society.</p>
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<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Artists use media, techniques and processes to create works of art. • Artists choose a variety of media, techniques and processes. • Art is a form of visual communication. • Artists manipulate art elements and principles of design to create original compositions. • Artists identify the elements and principles of art. • Artists get inspiration from many sources. • Artists work reflects their personal or individual response to ones environment and daily life. • Art reflects the time period, culture, geography, and status of a region’s inhabitants. • Artists of different cultures express meanings and ideas in different ways. • Visual arts exhibit common characteristics among historical and cultural groups. • Art is visual, symbolic language. • All cultures create art. • Art elicits personal response. • Using visual art terminology allows us to communicate personal responses to artwork. • The process of sharing and reflecting enables one to better understand and appreciate art. • There are numerous career opportunities that utilize art skills. • Art is an inherent and integral part of our environment and daily life.

LEARNING STRAND

1.0 Select and apply media, techniques and processes

ENDURING UNDERSTANDINGS

- Artists use media, techniques and processes to create works of art.
- Artists choose a variety of media, techniques and processes.

ESSENTIAL QUESTIONS

- How do artists use tools and techniques to express their ideas?
- Why do artists choose particular tools, techniques, and materials to express their ideas?
- What are safe and responsible uses of materials?
- Can artists differentiate between different media, techniques and processes?

LEARNING OBJECTIVES The student will:

- 1.1 Explore a variety of art media such as:
 - crayon,
 - graphite pencil
 - markers
 - craypas,
 - pastels,
 - colored pencils,
 - tempera paint,
 - variety of papers,
 - craft materials.
- 1.2 Apply of a variety of techniques such as:
 - watercolor wash, resist, wet & dry
 - tempera paint color mixing, sponge, brush
 - sculpting
 - printmaking
 - crafts
 - mixed media
 - drawing
 - collage
- 1.3 Select art media, techniques and processes to create a composition.
- 1.4 Learn to properly use and maintain art tools
- 1.5 Use materials in a safe and responsible manner.
- 1.6 Experiment with a variety of media, techniques and processes to communicate ideas, feelings, experiences and stories.
- 1.7 Reflect on their choices and analyze what makes them effective.

INSTRUCTIONAL SUPPORT MATERIALS

- Media Center
- Slides/Color Transparencies
- Videos
- DVDs
- CD-ROMs
- Computer
- Art Reproductions
- Color Wheel/paddles
- Sample Assignments

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of projects including media, techniques
- Instructional handouts
- Hands-on activities
- Modeling
- Class discussion
 - Analysis of art reproductions and student work
- Group discussion/Cooperative learning
- Guided looking
- Modeling/Demonstration
 - Teacher/Student examples
 - Video
 - Safety
 - Use of a variety materials and techniques
- Problem solving/Decision making
- Selection of appropriate art media and techniques to express personal intent
- Group projects
- Murals etc.
- Research
 - Artists
 - Themes/interdisciplinary

- Art movements
- Art careers
- Critiques
 - Written, spoken
 - Formal, informal
 - Self, peer, group

SUGGESTED ASSESSMENT METHODS

- Sketchbooks/journals
- Class assignment
- Peer evaluations
- Teacher observation of group activity
- Participation
- Self-evaluation
- Critiques
- Portfolios
- Worksheets
- Verbal and/or written feedback
- Selection of appropriate media
- Demonstrate the proper use of art techniques

LEARNING STRAND

2.0 Understand and apply elements and organizational principles of art

ENDURING UNDERSTANDING(S)

- Art is a form of visual communication.
- Artists manipulate art elements and principles of design to create original compositions.
- Artists identify the elements and principles of art.

ESSENTIAL QUESTION(S)

- How are art elements and design principles used to express ideas?
- How can use of the elements and principles of art be used to cause different responses?
- Can artists identify the various elements and principles of art?
- How are art elements and design principles used to stimulate the viewer's response?

LEARNING OBJECTIVES – The student will:

2.1 Combine the art elements and design principles to create a composition

- Art Elements
 - line
 - shape
 - value
 - form
 - texture
 - color
 - space
- Design principles
 - balance
 - pattern
 - repetition
 - rhythm
 - movement
 - emphasis
 - unity

2.2 Evaluate compositions based on the art elements and design principles.

INSTRUCTIONAL SUPPORT MATERIALS

- Media center
- Art reproductions
- Computers
- Slides/DVD/Video/CD-ROMs
- Color wheels/Color paddles

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of art elements and principles of design
- Instructional handouts
- Modeling
- Hands-on activities
- Class discussion
 - Analysis of art reproductions and student work
- Group discussion/Cooperative learning
- Guided looking /Critiques
- Modeling/Demonstration
 - Teacher/Student examples
 - Video
 - Use of a variety of elements of art and principles of design
- Problem solving/Decision making
- Selection of appropriate art elements and principles
- Research
 - Artists
 - Themes/interdisciplinary
 - Art movements
 - Art careers
- Critiques
 - Written, spoken
 - Formal, informal
 - Self, peer, group

SUGGESTED ASSESSMENT METHODS

- Instructional worksheets
- Sketchbooks/Journals
- Classroom assignments
- Verbal and/or written feedback identifying elements and principles of art
- Peer evaluations
- Teacher observation
- Participation
- Self-evaluation
- Critiques
- Portfolios

LEARNING STRAND

3.0 Select, and apply a range of subject matter, symbols and ideas

ENDURING UNDERSTANDINGS

- Artists get inspiration from many sources.
- Artists work reflects their personal or individual response to ones environment and daily life.

ESSENTIAL QUESTIONS

- How does one’s experience influence artwork?
- What factors influence the development of visual arts?

LEARNING OBJECTIVES – The student will:

- 3.1 Recognize the subject matter, symbols and ideas used to communicate meaning.
- 3.2 Explore and discuss a variety of sources for art content, such as environment, cultural and historical context.
- 3.3 Select and apply the subject matter, symbols and ideas used to communicate meaning.

INSTRUCTIONAL SUPPORT MATERIALS

- Media center
- Slides/Videos/DVDs/CD-ROMs
- Computer
- Art reproductions
- Magazines
- Sample assignment

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction of resources
- Collaboration
 - Media specialist
 - Classroom teacher
 - Support staff
- Instructional handouts
- Hands-on activities
- Modeling
- Guest speaker
- Word wall
- Class and/or group discussion
 - Selection of subject matter, symbols and ideas
- Written and/or oral response
- Field trip
- Video with follow up discussions

SUGGESTED ASSESSMENT METHODS

- Projects
- Oral presentations
- Writing assignments
- Homework
- Participation

LEARNING STRAND

4.0 Understand the visual arts in relation to history and cultures

ENDURING UNDERSTANDING(S)

- Art reflects the time period, culture, geography, and status of a region’s inhabitants.
- Artists of different cultures express meanings and ideas in different ways.
- Visual arts exhibit common characteristics among historical and cultural groups.
- Art is visual, symbolic language.
- All cultures create art.

Essential Questions

- What influences art and why is it created?
- What can artworks tell us about a culture or society?
- In what ways have artistic traditions, cultural values and social issues influenced and/or given rise to new traditions/artistic expression?
- What is art?

LEARNING OBJECTIVES – The student will:

- 4.1 Recognize that the visual arts have a history that reflects different cultural purposes and meanings.
- 4.2 Identify specific works of art as belonging to particular styles, cultures, times and places.
- 4.3 Analyze and interpret artworks in terms of style, cultural and historical influences.
- 4.4 Analyze common characteristics of visual arts among historical eras and cultural groups.
- 4.5 Create art work that demonstrates understanding of historical and cultural influences on visual art.

INSTRUCTIONAL SUPPORT MATERIALS

- Media center
- Slides/Videos/DVDs/CD-ROMs
- Computer
- Art reproductions
- Sample assignments

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of history, cultures, and movements
- Instructional handouts
- Hands-On activities
- Modeling/Demonstrating
- Collaboration
 - Media specialist
 - Classroom teacher
 - Support staff
- Research
 - Media center
 - Computer lab
- Class discussion
 - Analysis of a piece of art
 - Compare & contrast artwork
- Cooperative learning
 - Compare & contrast artwork
- Museum Field Trip
 - Wadsworth, Yale or Met visits
 - See an artist’s body of work in person
- Guest Speaker
 - Museum curators, artists, designers
- Interdisciplinary project (social studies, math, reading)

- Video with follow up discussions
 - Art history
 - Artists
- Art careers – art historian, museum curator, educator, art restoration

SUGGESTED ASSESSMENT METHODS

- Instructional worksheets
- Classroom assignments
- Verbal and/or written feedback
- Peer evaluations
- Teacher observation
- Participation
- Self-evaluation
- Critiques
- Portfolios
- Differentiate between various styles, cultures and times

LEARNING STRAND

5.0 Reflect upon, describe, analyze, interpret and evaluate their own and others, work

ENDURING UNDERSTANDINGS

- Art elicits personal response.
- Using visual art terminology allows us to communicate personal responses to artwork.
- The process of sharing and reflecting enables one to better understand and appreciate art.

ESSENTIAL QUESTIONS

- How can we analyze and understand a work of art?
- How can reflecting on your own work help you improve as an artist?
- Why do we need visual art terminology when responding to art?
- How does the media/technique influence the outcome?

LEARNING OBJECTIVES – The student will:

- 5.1 Describe and analyze visual characteristics in works of art using art terms.
 - Art elements and design principles
 - Style
 - Media & techniques
- 5.2 Identify various purposes for creating works of art.
- 5.3. Recognize there are different responses to specific works of art.
- 5.4 Describe personal responses through the use of visual art terms.
- 5.5 Identify possible improvements in the process of creating art.
- 5.6 Compare various responses and interpretations of visual art.

INSTRUCTIONAL SUPPORT MATERIALS

- Media center
- Slides/ Videos/DVDs/CD-ROMs
- Computers
- Art reproductions
- Sample assignments
- Magazines

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of various art vocabulary
- Instructional handouts
- Hands-on activities
- Word Wall
- Modeling
- Collaboration
 - Media Specialist
 - Classroom Teacher
 - Support Staff
- Class and/or group discussion
 - Analysis of a piece of art
 - What is the artist trying to communicate?
 - Compare & contrast artwork
- Written and/or Oral response
 - Evaluate their art work and/or the works of others using visual art terminology
 - What connections can you make between your work and the work of other artists?
- Field trip
- Video with follow up discussions
- Critique

SUGGESTED ASSESSMENT METHODS

- Instructional worksheets
- Classroom assignments
- Verbal and/or written feedback
- Peer evaluations
- Teacher observation
- Participation
- Self-evaluation
- Critiques
- Portfolios
- Test or quiz on the proper use of visual art terms

LEARNING STRAND

6.0 Make connections between the visual arts, other disciplines and daily life

ENDURING UNDERSTANDINGS

- There are numerous career opportunities that utilize art skills.
- Art is an inherent and integral part of our environment and daily life.

ESSENTIAL QUESTIONS

- How can art knowledge and experience prepare you for a career?
- What types of careers exist that utilize art skills?
- How is art infused into our daily life?
- How can other disciplines influence art?

LEARNING OBJECTIVES – The student will:

- 6.1 Recognize how visual arts are used in the world around us.
- 6.2 Identify careers that utilize art skills.
- 6.3 Demonstrate how art skills can be applied to other disciplines, careers or daily life.
- 6.4 Recognize that works of visual art are produced by artisans working in different cultures, times and places.

INSTRUCTIONAL SUPPORT MATERIALS

- Media center
- Slides/Videos/DVDs/CD-ROMs
- Computer
- Art reproductions
- Magazines
- Sample assignment

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of career opportunities.
 - Introduction and explanation of various art terminologies
- Collaboration
 - Media Specialist
 - Classroom Teacher
 - Support Staff
- Instructional handouts
 - Career opportunities and other disciplines
- Modeling
- Hands-on activities
- Guest speaker
- Word wall
- Class and/or group discussion
 - How skills can work in art careers and other related disciplines
- Written and/or oral response
 - Evaluate their art work and/or the works of others using visual art terminology
 - What connections can you make between your work and the work of other artists?
- Field Trip
- Video with follow up discussions

SUGGESTED ASSESSMENT METHODS

- Projects
- Oral presentations
- Writing assignments
- Homework
- Participation