

# **SPRINGFIELD PUBLIC SCHOOLS**

## **VISUAL ARTS KINDERGARTEN**

**2006-07**

### **COURSE DESCRIPTION**

The kindergarten art course provides an introduction to a sequential and cumulative program. Students will work with a variety of media exploring art concepts and skills in preparation for personal expression.

### **COURSE RATIONALE**

Art is knowledge made visible. The K-5 art education program develops visual thinkers and encourages creative problem solvers. Art encourages inquiry, discovery and wonder. It is a vital key to an understanding of the past and a realization of the future. Through art education, students will develop the attributes of self-awareness, self-motivation, self-expression and self-esteem.

### **MAJOR INSTRUCTIONAL GOALS**

- 1. Students will understand and apply a variety of media, techniques and processes.**
  - a. Students will use art materials and tools in a safe and responsible manner (e.g., use crayons, scissors and glue properly). (2.5; FA1, 3)
  - b. Students will use art vocabulary appropriate for media and tools (e.g., know shapes, lines and colors). (2.5; FA1, 3)
  - c. Students will use different techniques and processes to communicate ideas, experiences and stories (e.g., use picture books, different media and seasonal themes). (2.5; FA1, 3)
- 2. Students will demonstrate knowledge of structures (elements) and functions (principles).**
  - a. Students will recognize and use a variety of appropriate art elements (e.g., line, shape, color, form and texture). (2.5; FA2)
- 3. Students will choose and evaluate a range of subject matter, symbols and ideas.**
  - a. Students will explore art related publications, videos, technology, and reproductions for prospective works of art (e.g., generates ideas utilizing various methods—problem solving, imagination, brainstorming, past experiences, collaboration). (3.6; FA1)
- 4. Students will understand the visual arts in relation to history and cultures.**
  - a. Students will view works of art from various cultures, times and places (e.g., Native American, Asian, Prehistoric). (1.9; FA4)

**5. Students will reflect upon and assess the characteristics and merits of their work and the work of others.**

- a. Students will reflect upon and assess the characteristics and merits of their work and the work of others. (4.4; FA3)

**6. Students will make connections between visual arts and other disciplines.**

- a. Students will use physical movement in dance to interpret artwork (2.5; FA4)
- b. Students will connect themes in art through pictures and words about familiar experiences. (1.5; FA4)

## **SPRINGFIELD PUBLIC SCHOOLS**

### **VISUAL ARTS GRADE 1 2006-07**

#### **COURSE DESCRIPTION**

The first grade visual arts course continues to explore concepts and skills introduced in kindergarten. Students will work with a variety of media utilizing problem-solving skills.

#### **COURSE RATIONALE**

Art is knowledge made visible. The K-5 art education program develops visual thinkers and encourages creative problem solvers. Art encourages inquiry, discovery and wonder. It is a vital key to an understanding of the past and a realization of the future. Through art education, students will develop the attributes of self-awareness, self-motivation, self-expression and self-esteem.

#### **MAJOR INSTRUCTIONAL GOALS**

- 1. Students will understand and apply a variety of media, techniques and processes.**
  - a. Students will use art materials and tools in a safe and responsible manner (e.g., use materials properly, clean and manage materials wisely). (2.5; FA1, 3)
  - b. Students will use art vocabulary appropriate for media and tools (e.g., primary/secondary colors, organic and geometric shapes, shapes and forms). (2.5; FA1, 3)
  - c. Students will use different media, techniques, and processes to communicate ideas, experiences and stories (e.g., picture books, seasonal themes, and personal reflections). (2.5; FA1, 3)
  
- 2. Students will demonstrate knowledge of structures (elements) and functions (principles).**
  - a. Students will recognize and use a variety of appropriate art elements and principles (e.g., line, shape, color, form, texture, pattern, rhythm, movement and value). (2.5; FA2)
  
- 3. Students will choose and evaluate a range of subject matter, symbols and ideas.**
  - a. Students will discuss visual subject matter depicted in works of art (e.g., motifs and themes). (3.6; FA1, 3)
  - b. Students will explore art related publications, videos, technology and reproductions for prospective works of art (e.g., generates ideas utilizing various methods—problem solving, imagination, brainstorming, past experiences, collaboration). (3.6; FA1, 3)

- 4. Students will understand the visual arts in relation to history and cultures.**
  - a. Students will view works of art from other cultures, times and places (e.g., various artists, styles, movements). (1.9; FA5)
  - b. Students will compare and contrast two art works on subject matter and use of line, shape and color. (1.6; FA1)
  
- 5. Students will reflect upon and assess the characteristics and merits of their work and the work of others.**
  - a. Students will understand various purposes and reasons for creating works of art (e.g., creative expression, functional vs. decorative). (1.4, 4.4; FA3)
  - b. Students will talk about their art and the art works of others (e.g., define and describe project objectives). (1.4, 4.4; FA3)
  - c. Students will demonstrate respect for their art work and the works of others (e.g., value personal workspace, art and artwork on display). (1.4, 4.4; FA3)
  
- 6. Students will make connections between visual arts and other disciplines.**
  - a. Student will relate costumes in theatre to wearable art. (1.6; FA4)
  - b. Students will create patterns that relate to sound, shape, motion or numeric patterns. (1.6; FA4)

## **SPRINGFIELD PUBLIC SCHOOLS**

### **VISUAL ARTS GRADE 2 2006-07**

#### **COURSE DESCRIPTION**

The second grade visual arts course begins a study of the four components of art education: production, criticism, aesthetics, and art history. Students will work with a variety of media and concepts utilizing problem solving skills.

#### **COURSE RATIONALE**

Art is knowledge made visible. The K-5 art education program develops visual thinkers and encourages creative problem solvers. Art encourages inquiry, discovery and wonder. It is a vital key to an understanding of the past and a realization of the future. Through art education, students will develop the attributes of self-awareness, self-motivation, self-expression and self-esteem.

#### **MAJOR INSTRUCTIONAL GOALS**

- 1. Students will understand and apply a variety of media, techniques and processes.**
  - a. Students will use art materials and tools in a safe and responsible manner (e.g., art material management, clean-up). (2.5; FA1, 3)
  - b. Students will use art vocabulary appropriate for media and tools (e.g., actual and simulated textures, warm/cool colors, foreground, middle ground and background). (2.5; FA1, 3)
  - c. Students will use different media, techniques and processes to communicate ideas, experiences and stories. (2.5; FA1, 3)
- 2. Students will demonstrate knowledge of structures (elements) and functions (principles).**
  - a. Students will recognize and apply a variety of appropriate art elements and principles (e.g., line, shape, color, form, texture, space, pattern, rhythm, value, movement, contrast). (2.5; FA2)
- 3. Students will choose and evaluate a range of subject matter, symbols and ideas.**
  - a. Students will recognize visual subject matter, symbols, and motifs depicted in works of art (e.g., generate ideas utilizing various methods—problem solving, imagination, brainstorming, past experiences, collaboration). (3.6; FA1)
  - b. Students will explore art related publications, videos, technology and reproductions in preparation for works of art. (3.6; FA1)

- 4. Students will understand the visual arts in relation to history and cultures.**
  - a. Students will understand how the visual arts have both a history and specific relationship to various cultures (e.g., view works of art from other cultures, times and places). (1.9; FA5)
  - b. Students will compare and contrast two art works on subject matter, media, theme, purpose, line, color, shape and texture.
  
- 5. Students will reflect upon and assess the characteristics and merits of their work and the work of others.**
  - a. Students will describe how people's experiences influence the development of specific art works (e.g., examine cultures, traditions, ethnicity, lifestyles and social context). (4.4; FA3, 5)
  - b. Students will demonstrate respect for their own artwork and the work of others (value personal workspace, art, and artwork on display). (4.4; FA3,5)
  
- 6. Students will make connections between visual arts and other disciplines.**
  - a. Students will utilize familiar and correlated content from other disciplines to generate ideas and create art (e.g., relate patterns in music to patterns in art). (2.4; FA4)

# SPRINGFIELD PUBLIC SCHOOLS

## VISUAL ARTS GRADE 3

2006-07

### COURSE DESCRIPTION

The third grade visual arts course incorporates concepts, skills, and an awareness of the use of elements and principles of design. Students will work with a variety of media utilizing problem solving skills.

### COURSE RATIONALE

Art is knowledge made visible. The K-5 art education program develops visual thinkers and encourages creative problem solvers. Art encourages inquiry, discovery and wonder. It is a vital key to an understanding of the past and a realization of the future. Through art education, students will develop the attributes of self-awareness, self-motivation, self-expression and self-esteem.

### MAJOR INSTRUCTIONAL GOALS

- 1. Students will understand and apply a variety of media, techniques and processes.**
  - a. Students will use art materials and tools in a safe and responsible manner. (2.5; FA1, FA3)
  - b. Students will use art vocabulary appropriate for media and tools (e.g., scale and proportion, positive and negative space). (2.5; FA1, FA3)
  - c. Students will use different media, techniques and processes to communicate ideas, experiences, and stories. (2.5; FA1, FA3)
  
- 2. Students will demonstrate knowledge of structures (elements) and functions (principles).**
  - a. Students will recognize and use various elements and principles of art to communicate ideas (e.g., line, shape, color, form, texture, space, pattern, rhythm, movement, contrast, balance). (3.6; FA2, FA2.5)
  - b. Students will identify multiple possible solutions for expressing an idea (e.g. utilize more than one sketch or solution for creating an art project). (3.6; FA2, FA2.5)
  
- 3. Students will choose and evaluate a range of subject matter, symbols and ideas.**
  - a. Students will explore art related publications, videos, technology, and reproductions for prospective works of art (i.e., generate ideas utilizing various methods—problem solving, imagination, brainstorming, past experiences, collaboration, etc.). (3.6; FA1)
  - b. Students will select and use subject matter, symbols and ideas to communicate meaning. (3.6; FA1)

- 4. Students will understand the visual arts in relation to history and cultures.**
  - a. Students will recognize art as belonging to particular cultures, times, and places (e.g. compare and contrast artwork from different cultures). (1.9; FA5)
  - b. Students will compare and contrast two art works on subject matter, media, theme, place, purpose of art, line, color, shape and texture. (1.2; FA1)
  
- 5. Students will reflect upon and assess the characteristics and merits of their work and the work of others.**
  - a. Students will understand that there are various purposes and reasons for creating art (e.g. describe how people's experiences influence the development of specific art works). (1.5; FA3)
  - b. Students will express opinions about his/her artwork and the work of others (e.g. uses art criticism skills for group discussions and critiques). (1.5; FA3)
  - c. Students will demonstrate respect for their own art work and the work of others (value personal workspace, art and artwork on display). (1.5; FA3)
  
- 6. Students will make connections between visual arts and other disciplines.**
  - a. Students will utilize familiar and correlated content from other disciplines to generate ideas and create art (e.g., create a portrait accompanied by a narrative writing). (3.6; FA4)

# SPRINGFIELD PUBLIC SCHOOLS

## VISUAL ARTS GRADE 4

2006-07

### COURSE DESCRIPTION

The fourth grade visual arts course allows students to examine, compare and contrast the four components of art education: production, criticism, aesthetics and art history. Students will create original art work through the use of various art techniques.

### COURSE RATIONALE

Art is knowledge made visible. The K-5 art education program develops visual thinkers and encourages creative problem solvers. Art encourages inquiry, discovery and wonder. It is a vital key to an understanding of the past and a realization of the future. Through art education, students will develop the attributes of self-awareness, self-motivation, self-expression and self-esteem.

### MAJOR INSTRUCTIONAL GOALS

- 1. Students will understand and apply a variety of media, techniques and processes.**
  - a. Students will use art materials and tools in a safe and responsible manner. (2.5; FA1, 3)
  - b. Students will use art vocabulary appropriate for media and tools (e.g., printmaking, contour drawing, various paper techniques). (2.5; FA1, 3)
  - c. Students will use different media, techniques and processes to communicate ideas, experiences and stories. (2.5; FA1, 3)
  
- 2. Students will demonstrate knowledge of structures (elements) and functions (principles).**
  - a. Students will recognize and use various elements and principles of art to communicate ideas (e.g., line, shape, color, form, space, texture, value, pattern, rhythm, movement, contrast, balance, emphasis, variety). (1.5; FA2)
  - b. Students will use art criticism skills (describe, analyze, interpret, judge) to describe how artists use elements and principles. (1.5; FA2)
  
- 3. Students will choose and evaluate a range of subject matter, symbols and ideas.**
  - a. Students will compare and contrast works of art. (1.9, 3.6; FA1)
  - b. Students will explore art related publications, videos, technology and reproductions for prospective works of art (e.g., generate ideas utilizing various methods—problem solving, imagination, brainstorming, past experiences, collaboration). (1.9, 3.6; FA1)
  - c. Students will select and apply subjects, themes, and symbols in context to communicate meaning and ideas. (1.9, 3.6; FA1)

- 4. Students will understand the visual arts in relation to history and cultures.**
  - a. Students will examine art related information on local, state and regional artists (e.g., art museums). (1.9; FA5)
  - b. Students will identify, analyze and compare different styles of art belonging to particular cultures, times and places. (1.9; FA5)
  
- 5. Students will reflect upon and assess the characteristics and merits of their work and the work of others.**
  - a. Students will understand various purposes and reasons for creating art (i.e., describe how people's experiences influence the development of specific art works). (1.5, 2.3; FA3)
  - b. Students will discuss various responses to specific art works. (1.5, 2.3; FA3)
  - c. Students will evaluate and show respect for their own artwork and the work of others (i. e., use art criticism skills for discussion and critique, value personal workspace, art and artwork on display). (1.5, 2.3; FA3)
  
- 6. Students will make connections between visual arts and other disciplines.**
  - a. Students will explore art-related careers (e.g., architect, interior designer, book illustrator and teacher). (4.8; FA4)
  - b. Students will utilize familiar and correlated content from other disciplines taught in school to generate ideas and create art (e.g., measuring skills, map reading, color mixing and writing). (4.8; FA4)

# SPRINGFIELD PUBLIC SCHOOLS

## VISUAL ARTS GRADE 5 2006-07

### COURSE DESCRIPTION

The fifth grade visual arts course is a culmination of the elementary visual arts program incorporating production, criticism, aesthetics, art history, art appreciation and multi-cultural study. Students will create original art work through the use of various art techniques.

### COURSE RATIONALE

Art is knowledge made visible. The K-5 art education program develops visual thinkers and encourages creative problem solvers. Art encourages inquiry, discovery and wonder. It is a vital key to an understanding of the past and a realization of the future. Through art education, students will develop the attributes of self-awareness, self-motivation, self-expression and self-esteem.

### MAJOR INSTRUCTIONAL GOALS

- 1. Students will understand and apply a variety of media, techniques, and processes.**
  - a. Students will use art materials and tools in a safe and responsible manner. (2.5; FA1, 3)
  - b. Students will use art vocabulary appropriate for media and tools (e.g., architecture, sculpture). (2.5; FA1, 3)
  - c. Students will use different media, techniques and processes to communicate ideas, experiences and stories. (2.5; FA1, 3)
  
- 2. Students will demonstrate knowledge of structures (elements) and functions (principles).**
  - a. Students will use the elements and principles of art to communicate ideas (e.g., line, shape, color, form, space, texture, value, pattern, rhythm, movement, contrast, balance, emphasis, variety, unity). (1.5, 1.9; FA2)
  - b. Students will further develop art criticism skills (describe, analyze, interpret, judge) to describe how artists use elements and principles. (1.5, 1.9; FA2)
  
- 3. Students will choose and evaluate a range of subject matter, symbols and ideas.**
  - a. Students will explore art-related publications, videos, technology and reproductions for prospective works of art (e.g., generate ideas utilizing various methods—problem solving, imagination, brainstorming, past experiences, collaboration, etc.). (1.5, 3.6; FA1)
  - b. Students will select and apply subjects, themes and symbols in context to communicate meaning and ideas (e.g., interpret the artist's intent when analyzing works of art). (1.5, 3.6; FA1)

- c. Students will compare and contrast works of art. (1.5, 3.6; FA1)
- 4. Students will understand the visual arts in relation to history and cultures.**
- a. Students will use art criticism skills (describe, analyze, interpret, judge) to describe images and symbolism of cultures and societies. (1.9; FA5)
  - b. Students will identify, analyze and compare different styles of art belonging to particular cultures, times and places. (1.9; FA5)
  - c. Students will examine art-related information on local, state and national artists (e.g., museums). (1.9; FA5)
- 5. Students will reflect upon and assess the characteristics and merits of their work and the work of others.**
- a. Students will understand that there are various reasons and purposes for creating art (e.g., describe how people's experiences influence the development of specific art works). (1.5, 2.3; FA3)
  - b. Students will discuss various responses to specific art works. (1.5, 2.3; FA3)
  - c. Students will evaluate and show respect for their own artwork and the works of others. (1.5, 2.3; FA3)
- 6. Students will make connections between visual arts and other disciplines.**
- a. Students will explore art-related careers (e.g., landscape design, architecture, art history, graphic design and video production). (4.8; FA4)
  - b. Students will analyze relationships between the visual arts and other art forms (e.g., dance, theatre, music). (4.8; FA4)
  - c. Students will utilize familiar and correlated content from other disciplines taught in school to generate ideas and create art (e.g., radial symmetry, tessellations and poetry). (4.8; FA4)