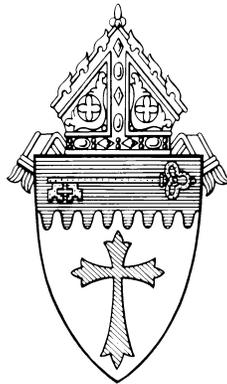


**Elementary
and
Middle School
Art
Curriculum Guidelines**



**Catholic Schools Office
Diocese of Erie
March 2004**

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ACKNOWLEDGEMENTS

March, 2004

This curriculum document is the result of extensive research and dedication on the part of a small but energized committee. Sincere thanks are extended to:

Gloria Garcia	St. Luke and St. Boniface Schools
Gail Lish	St. George School
Rebecca Obuszewski	Our Lady of Mount Carmel School

Thank you also to each art and classroom teacher who responded to the draft document. Your input was invaluable in developing a final set of guidelines.

The committee members have created a document based on both national and state standards. In recognizing the unique nature of our Catholic Schools, the committee also used as a reference the Art Curriculum of the Diocese of Pittsburgh. We are most grateful for the information given to us by the Pittsburgh Diocese.

Teachers are encouraged to use this document not only to plan art classes, but also to integrate art with other areas, notably Social Studies and Language Arts.

This document does not address the work of specific artists. Teachers are encouraged to develop a thematic approach in this area using available resources. The Pennsylvania Standards also emphasize an awareness of state and local artists. Janice Kness (DuBois Central Catholic Elementary) had this to say on the topic in her response to the Art Curriculum Draft: "It is an enjoyable learning experience to have local artists visit the classroom. Their knowledge and talent in a specialized art field encourages students to think about careers in art. All the children seem to be interested in famous and local artists. I emphasize that to be a great artist you have to work hard and follow your own creativity." (Thank you, Jan!)

Please take the time to read the following introduction from Dr. Rosemary Omniewski, which provides an effective overview of the curriculum guidelines.

Darlene Elsesser Kovacs
Director of Elementary School Curriculum

INTRODUCTION

The *National Standards for Arts Education*, published in 1994, defines what every young American should know and be able to do in the arts. A world-wide team of experts collaborated over several years to develop the standards. Once they were published and officially accepted by the U.S. Department of Education, each state was given the charge to define content specific to the individual state. Pennsylvania's *Academic Standards for the Arts and Humanities* were published on July 18, 2002, by the Pennsylvania Department of Education. The charge was then handed to each individual district to define, adapt, and develop assessment systems for their own educational purposes.

The Catholic Schools of the Diocese of Erie developed the following curriculum guidelines for their students in grades K-8. These guidelines comply with the state and national standards and are designed to work within the specific confines of each particular elementary school in the diocese. These schools are diverse. Some are staffed with music and art specialists; some have arts instruction provided by the classroom teacher. There is a varying degree of technological resources available in the schools. In addition, some schools have separate church choir instruction for the students, during which the students study history and appreciation specific to church music. Due to the wide-ranging nature of these schools, the curriculum was purposefully written in broad terms, so that students in all of the schools can meet the standards, regardless of staffing of specialists, available technological resources, or concurrent programs.

Appreciation is a term that is used loosely in the arts. The general meaning of the term *appreciation* for the purposes of this document is defined as *understanding*, not as *enjoyment* or *pleasure*. The standards are written to take students through a sequence of instruction that will allow them to understand the elements and principles, performance, historical and cultural context of the arts. Studies in critical response will enable students to understand how to differentiate between performance techniques and to compare and contrast works in the arts. Studies in aesthetic response will enable children to understand and discuss emotional impact of the arts. The content standards are measurable and student understanding can be assessed at every level. Arts *appreciation* in the context of *understanding* can be assessed. The enjoyment or pleasure will be implicit in the process, as informed students will be able to make educated decisions in the arts.

The arts provide a profound unifying bond among the human race. This bond should be evident in the teaching of all subjects in order to create a society of creative, informed, well-rounded citizens. The arts have been used as a major form of communication through the centuries. They connect us to history, world cultures, and define the innermost spirit of humankind. They are mathematical, as in musical notation, space and form in dance, measurement and dimension in art. They are scientific, as in the nature of sound and color. They relate directly to language arts in reading, meter, syllabification, rhythm, and the structure of a phrase. Instruction in the arts must be integrated with all other subject areas. Effective teachers of the arts recognize the importance of the arts in all subject areas and work to incorporate these connections while following a sequential curriculum specific to the arts.

The following curriculum is designed to meet the needs of all the students in the Catholic Schools of the Diocese of Erie. It complies with national and state standards, and it adapts to local resources and financial differences among schools. The concepts are measurable, so they can be taught in instructional plans that are assessment-driven and standards-based. The curriculum is designed to be taught in context with other subject areas, so as to provide a well-rounded foundation in the arts for all students.

Rosemary A. Omniewski, Ph.D
Associate Professor
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Kindergarten

Art Media and Processes

The student will:

- AK1.1** explore the use of markers, crayons, and pencils
- AK1.2** experiment with a variety of methods of applying paint
- AK1.3** participate in various cutting and pasting experiences
- AK1.4** create patterns and designs using printmaking methods
- AK1.5** use modeling materials to create shapes and textures
- AK1.6** create forms from paper
- AK1.7** create sculptures
- AK1.8** build structures using blocks, boxes, or other materials
- AK1.9** develop pride in his/her work
- AK1.10** show respect for the others' work
- AK1.11** clean up after an activity
- AK1.12** use materials safely

Design and Function

The student will:

- AK2.1** begin to develop a perception of the elements of design, i.e., shapes, colors, and lines
- AK2.2** make and use shapes to create artwork
- AK2.3** use primary colors
- AK2.4** mix primary colors to create and use secondary colors
- AK2.5** use of design elements to create artwork

Content and Creative Expression

The student will:

- AK3.1** identify and use representational subjects in artwork, e.g., family, friends, animals, plants
- AK3.2** create artworks based on personal experiences and familiar people/things/places
- AK3.3** create artworks based on imagination

Art Heritage

The student will:

AK4.1 view and discuss artworks from different cultures and eras

AK4.2 view and discuss religious art

AK4.3 learn about places where art is displayed

AK4.4 begin to develop an awareness of art in the home, school, and church

Inquiry in the Arts

The student will:

AK5.1 have an opportunity to view a variety of artworks

AK5.2 discuss and ask questions about artworks presented in class

AK5.3 discuss the subject matter of artworks presented in class

AK5.4 discuss the subject matter of his/her own work

Inter-Disciplinary Study

The student will:

AK6.1 participate in lessons integrating art with other subject areas

Grade One

Art Media and Processes

The student will:

- A11.1** discuss the five senses, giving examples of the use of each sense
- A11.2** explore the use of markers, crayons, and pencils
- A11.3** experiment with a variety of ways to apply paint, e.g., brushes, sponges, fingers
- A11.4** explore various ways to cut and paste
- A11.5** explore printmaking by using objects to create patterns and designs
- A11.6** use modeling materials and techniques to produce shapes and textures
- A11.7** use paper to create forms
- A11.8** create a variety of sculptures
- A11.9** build structures using boxes, blocks, or other materials
- A11.10** develop pride in the artwork produced
- A11.11** show respect for others' work
- A11.12** clean up after an activity
- A11.13** return materials to the correct place
- A11.14** use materials safely

Design and Function

The student will:

- A12.1** begin to perceive and name elements of design, i.e., shape, color, and line
- A12.2** make and manipulate shapes and free forms
- A12.3** use primary colors
- A12.4** mix primary colors to create and use secondary colors
- A12.5** experiment with line to create texture
- A12.6** begin to make decisions about using design elements to create an artwork

Content and Creative Expression

The student will:

- A13.1** identify and use representational subjects in artworks, such as family, friends, animals, plants
- A13.2** create artworks based on personal experiences, familiar people/things/places

A13.3 create artworks based on imagination and personal interpretation

A13.4 begin to plan the use of visual elements to create artworks

Art Heritage

The student will:

A14.1 view and discuss art from different cultures and eras, e.g., those in texts from other subject areas such as reading series

A14.2 view and discuss religious art, including examples in the school or church

A14.3 learn where art is displayed

A14.4 begin to learn about places where artists work

A14.5 identify art in the home, school, church, and community

A14.6 refer to his/her own creations as art

Inquiry in the Arts

The student will:

A15.1 participate in discussions of artworks presented in class

A15.2 participate in discussion of features of artworks, e.g., subject matter, mood

A15.3 describe the subject matter and mood of his/her own artworks

Inter-Disciplinary Study

The student will:

A16.1 participate in lessons integrating art with other subject areas

Grade Two

Art Media and Processes

The student will:

- A21.1** suggest relationships between the use of sight and the other senses
- A21.2** begin to develop an art vocabulary
- A21.3** continue to explore drawing and painting techniques
- A21.4** explore printmaking and stenciling techniques to create patterns
- A21.5** experiment with crayon etching and crayon resist
- A21.6** begin to explore craft processes
- A21.7** create a collage using natural or manufactured materials
- A21.8** show care and pride in his/her work
- A21.9** show respect for the work of others
- A21.10** display good habits in care of materials, including cleaning up and putting away materials used
- A21.11** use materials safely

Design and Function

The student will:

- A22.1** begin to describe visual qualities of line, color, and shape
- A22.2** begin to perceive texture and pattern, using the terms correctly
- A22.3** make choices in using these elements in an artwork
- A22.4** use horizontal and diagonal lines to express texture
- A22.5** use geometric and/or abstract shapes
- A22.6** experiment with positive-negative and overlapping space
- A22.7** mix and use secondary and tertiary colors
- A22.8** begin to develop a basic understanding of principles of design: unity, variety, balance, rhythm, movement, contrast, center of interest, emphasis, proportion, pattern, repetition

Content and Creative Expression

The student will:

- A23.1** continue to create artworks based on imagination and personal interpretation
- A23.2** create artworks based on themes related to the environment, activities, events
- A23.3** use observation and recall to create artworks

- A23.4** explore the expression of depth in an artwork
- A23.5** create artworks using written words and symbols

Art Heritage

The student will:

- A24.1** recognize artworks in the home, school, church, and community
- A24.2** recognize crafts as art
- A24.3** begin to observe and discuss the relationship between art and religion

Inquiry in the Arts

The student will:

- A25.1** express positive attitudes about looking at art
- A25.2** express personal opinions regarding a selected artwork
- A25.3** perceive and describe the subject matter, mood, and basic design elements in artworks
- A25.4** begin to describe and explain the subject matter, mood, and basic design elements in his/her own artwork

Inter-Disciplinary Study

The student will:

- A26.1** identify a connection between visual arts and other curriculum areas

Grade Three

Art Media and Processes

The student will:

A31.1 continue to develop perceptual skills through art experiences based on imagination, sensory awareness, memories, and experiences (9.1.3A/B)

A31.2 develop an expanding art vocabulary (9.1.3C)

A31.3 begin to explain the differences between materials, techniques, and processes (9.1.3C, 9.2.3L)

A31.4 create artworks using various drawing and painting techniques (9.1.3A/B/D/J, 9.2.3L)

A31.5 create patterns and overall designs using printmaking and stenciling (9.1.3A/B/D/J, 9.2.3L)

A31.6 create artworks using crayon etching and crayon resist (9.1.3A/B/D/J, 9.2.3L)

A31.7 explore modeling techniques (9.1.3A/B/D/J, 9.2.3L)

A31.8 use various materials to create mobiles and dioramas (9.1.3A/B/D/J, 9.2.3L)

A31.9 explore craft processes (9.1.3A/B/D/J, 9.2.3L)

A31.10 show pride and care in his/her work (9.1.3A/B/G/H)

A31.11 show respect for the work of others (9.1.3A/B/G/H)

A31.12 display good maintenance and safety habits when using materials (9.1.3G/H)

Design and Function

The student will:

A32.1 perceive, define, and describe visual qualities of line, color, shape, texture, pattern (9.1.3C, 9.2.3L)

A32.2 make choices in the use of these elements when creating artworks (9.1.3A/B/D/E/J)

A32.3 use horizontal and diagonal lines to express texture, and to begin to express movement (9.1.3A/B/D/E/J)

A32.4 define horizontal, diagonal (9.1.3C)

A32.5 name and use common geometric shapes (9.1.3A/C/D/E/J)

A32.6 distinguish between geometric and abstract shapes (9.3.3A)

A32.7 create an artwork using abstract shapes and/or positive-negative and overlapping space (9.1.3B/D/E/J)

- A32.8** mix and use secondary and tertiary colors (9.1.3A/C)
A32.9 create, identify, and distinguish between light/dark, warm/cool colors (9.1.3/D/E)
A32.10 continue to develop a basic understanding of the principles of design: unity, variety, balance, rhythm, movement, contrast, center of interest, emphasis, proportion, pattern, repetition (9.1.3A/C, 9.2.3L)
A32.11 begin to use these principles to create artworks (9.1.3A/D/E, 9.2.3L)

Content and Creative Expression

The student will:

- A33.1** create artworks based on imagination, personal interpretation, observation, and memory (9.1.3B/D/E, 9.2.3L)
A33.2 develop a basic sense of depth in artworks: foreground, background, overlapping (9.1.3A/B/C/D, 9.2.3L)
A33.3 observe and discuss artworks that depict action (9.1.3B/D, 9.2.3L)
A33.4 begin to show action in artwork (9.1.3B/D, 9.2.3L)
A33.5 observe that objects look different when light, motion, and position differ (9.3.3B)
A33.6 begin to apply this observation to artworks (9.1.3B/D)
A33.7 create artworks using written words and symbols (9.1.3A/B/D/E/K, 9.2.3L)

Art Heritage

The student will:

- A34.1** observe and discuss various styles and types of art (9.3.3A/B/C/F, 9.4.3A)
A34.2 select a style from the discussion and create an artwork in that style (9.1.3F, 9.2.3L)
A34.3 view selected artwork from a specific historical period or culture being studied (9.2.3A/B/C/D/E/F/G/I/K)
A34.4 discuss the medium and style of the artwork (9.2.3A/B/C/D/E/F/G/I/K)
A34.5 in discussion, express opinions of selected artworks, explaining a rationale (9.3.3A/B/C/D/E/G, 9.4.3A/B)
A34.6 continue to develop the concept of living with art through creating a variety of crafts for use or display (9.1.3A/B, 9.3.3B/C/F, 9.4.3C/K)
A34.7 discuss the relationship between art and religion (9.2.3A/I/K, 9.4.3C/D/K)
A34.8 use the newspaper or internet to locate information about arts exhibitions in the school or community, sharing this information with the class (9.1.3I)

A34.9 visit a local or area art museum, or take a virtual tour of the Erie Art Museum (www.erieartmuseum.org), or of any Pennsylvania art museum (9.2.3H)

A34.10 view and describe the works of local/area artists using appropriate arts vocabulary (9.1.3C, 9.2.3H)

A34.11 discuss individual opinions of selected works from the tour, identifying the medium and/or style and giving a rationale for the opinion (9.2.3H/L)

Inquiry in the Arts

The student will:

A35.1 express positive attitudes about looking at art (9.3.3A/D/G)

A35.2 compare and contrast subject matter and mood in selected artworks (9.2.3L, 9.3.3A/B/C/F)

A35.3 point out and discuss the visual elements in selected artworks (9.2.3L, 9.3.3A/B/C/D/E/F)

A35.4 begin to use basic art terminology to describe and analyze his/her own artwork and those of other students (9.2.3L, 9.3.3A/B/C/D/E/F/G)

Inter-Disciplinary Study

The student will:

A36.1 participate in lessons connecting art with other curricular areas (9.1.3A/B/C, 9.2.3A/B/D/E/F/G)

A36.2 identify connections between art and other curricular areas (9.1.3C, 9.2.3A/B/D/E/F/G)

Grade Four

Art Media and Processes

The student will:

- A41.1** create two-dimensional and three-dimensional projects
- A41.2** develop increased visual awareness
- A41.3** continue to develop an expanding art vocabulary
- A41.4** use a variety of media in planned lessons
- A41.5** produce artworks using multi-step processes
- A41.6** use a variety of drawing and painting techniques: sketching, watercolor, dry brush, washes
- A41.7** explore both additive and subtractive sculptural methods
- A41.8** use a growing number of craft processes
- A41.9** show pride and care in his/her work
- A41.10** respect the work of others
- A41.11** display good maintenance and safety habits in the use of materials

Design and Function

The student will:

- A42.1** indicate and describe visual qualities in an artwork: line, color, shape, texture, pattern
- A42.2** discuss possible reasons these elements were chosen to create an artwork
- A42.3** use design concepts for specific purposes, e.g., line to express movement
- A42.4** identify and describe how light affects color, texture, and form
- A42.5** develop the perception of perspective
- A42.6** define and correctly use the term perspective
- A42.7** define, describe and use various color schemes: complimentary, monochromatic
- A42.8** continue to develop an understanding of the principles of design: unity, variety, balance, rhythm, movement, contrast, center of interest, emphasis, proportion, pattern, repetition
- A42.9** continue to develop the use of these principles to create artworks

Content and Creative Expression

The student will:

- A43.1** use imagination, experiences, sensory awareness, and visual awareness to create artworks
- A43.2** create more complex works of art with attention to details
- A43.3** portray a sense of depth in two-dimensional art
- A43.4** depict objects from different: points of view, sizes, lighting conditions, tones, motions
- A43.5** suggest and select content for an artwork
- A43.6** create artworks from observation of the environment
- A43.7** experiment with creating abstract artwork
- A43.8** define and correctly use the term abstract

Art Heritage

The student will:

- A44.1** observe and discuss style changes in American art throughout history
- A44.2** research individual American artists, sharing information on their achievements in class discussions
- A44.3** research and discuss careers in art and computer art
- A44.4** identify public art in his/her own daily environment, e.g., crafts and architecture
- A44.5** continue to explore the relationship between art and religion, locating examples of religious art

Inquiry in the Arts

The student will:

- A45.1** give examples of the ways in which visual arts differ among various historical periods
- A45.2** identify specific works of art from various periods in American history
- A45.3** write a personal opinion of a selected artwork, providing the rationale for the opinion
- A45.4** develop a formal criticism of a selected artwork, based on the subject, visual design, or use of materials in the work, using appropriate vocabulary
- A45.5** begin to understand and explain the difference between personal opinion and formal criticism

Inter-Disciplinary Study

The student will:

A46.1 participate in lessons connecting art with other curricular areas

A46.2 name and describe other arts disciplines, i.e., music, theater, dance

Grade Five

Art Media and Processes

The student will:

A51.1 distinguish between two-dimensional and three-dimensional artwork (9.1.5A/B/C)

A51.2 use two-dimensional and three-dimension processes in lessons (9.1.5A/B)

A51.3 identify visual qualities in artworks and in nature (9.1.5A/B/D/J, 9.2.5L)

A51.4 use a variety of media in projects (9.1.5A/B/D/Jm 9.2.5L)

A51.5 use multi-step processes in producing increasingly complex works (9.1.5A/B/D/J, 9.2.5L)

A51.6 experiment with a greater variety of drawing and painting techniques (9.1.5A/B/D/J, 9.2.5L)

A51.7 continue to explore sculpture techniques (9.1.5A/B/D/J, 9.2.5L)

A51.8 demonstrate increasing skill in craft processes (9.1.5A/B/D/J, 9.2.5L)

A51.9 continue to develop an art vocabulary (9.1.5C)

A51.10 show pride, care, and respect for his/her own work and the work of others (9.1.5A/B/G/H)

A51.11 display good maintenance and safety habits in the use of materials (9.1.5G/H)

Design and Function

The student will:

A52.1 purposefully select and use design concepts for use in an artwork (9.1.5A/B/D/E/J)

A52.2 define, describe and demonstrate the effect of light on color: value, tone, shade (9.1.5B/C/D/E/J)

A52.3 define, describe and demonstrate the effect of light on textures and forms: highlights, chiaroscuro (9.1.5B/C/D/E/J)

A52.4 apply perspective in a work (9.1.5A/B/D/E/J)

A52.5 define, describe and demonstrate color schemes: monochromatic, complimentary, neutral, analogous (9.1.5A/B/C/D/e/J)

Content and Creative Expression

The student will:

A53.1 create more complex artworks with greater detail (9.1.5B/D/E, 9.2.5L)

- A53.2** portray depth in two-dimensional artworks (9.1.5A/B/C/D/E, 9.2.5L)
- A53.3** portray objects using different: points of view, lighting, sizes, motions, intensity (9.1.5A/B/C/D/E, 9.2.5L)
- A53.4** explore, select, and describe content for artworks (9.1.5B/D/E, 9.2.5L, 9.3.5B)
- A53.5** describe content in artworks of other students (9.1.5B/D, 9.3.5B)
- A53.6** create artworks from what is observed, e.g., still life and landscape (9.1.5B/D, 9.2.5L)
- A53.7** create abstract artworks (9.2.5B/D, 9.2.5L)

Art Heritage

The student will:

- A54.1** observe and discuss style changes in art throughout world history (9.2.5A/B/C/D/E/F/G/I/K/L)
- A54.2** emphasize themes in artworks, e.g., nature, mythology, religious art, with attention to art in the Church (9.2.5A/B/C/D/E/F/G/I/K/L)
- A54.3** research and share information on the accomplishments of a specific artist, including examples of the artist's work (9.3.5A/B/C/D/E/G, 9.4.5A/B)
- A54.4** in discussion, compare and contrast the work of a variety of artists presented in the class reports (9.3.5A/B/C/D/E/G, 9.4.5A/B)
- A54.5** tour a museum, either physically or through a virtual (on-line) tour (9.1.5I, 9.2.5H)
- A54.6** discuss the purpose(s) of museums (9.2.5H/L)
- A54.7** demonstrate a growing awareness of the presence of art in daily life, e.g., crafts, architecture, photography, and cinematography (9.2.5H/L)

Inquiry in the Arts

The student will:

- A55.1** observe and discuss artworks from a variety of cultures, comparing and contrasting their qualities (9.3.5A/B/C/D/F, 9.2.5L)
- A55.2** identify specific works of art as belonging to a certain culture (9.3.5A/B/C/D/F, 9.2.5L)
- A55.3** describe how culture influences the artworks produced, e.g., its geography, beliefs and values (9.3.5A/B/C/D/F, 9.2.5L)
- A55.4** develop an increased understanding of art criticism (9.2.5L, 9.3.5A/B/C/D/E/F/G)
- A55.5** express a judgment about a work of art (9.2.5L, 9.3.5A/B/C/D/E/F/G)
- A55.6** explain the differences between a personal opinion and a formal judgment (9.2.5L, 9.3.5A/B/C/D/E/F/G)

Inter-Disciplinary Study

The student will:

A56.1 participate in lessons and activities linking the visual arts and other curricular areas (9.1.5A/B/C, 9.2.5A/B/D/E/F/G)

A56.2 identify and describe other arts disciplines, e.g., theater, dance (9.1.5A/B/C, 9.2.5A/B/D/E/F/G)

A56.3 identify a lesson in which the visual arts and another curricular area were linked (9.1.5A/B/C, 9.2.5A/B/D/E/F/G)

Grade Six

Art Media and Processes

The student will:

- A61.1** select media, techniques, and processes to create artworks
- A61.2** use drawing and painting tools and techniques to create artwork
- A61.3** create a variety of artworks that using various idea sources and design concepts
- A61.4** describe a variety of artworks using his/her developing art vocabulary
- A61.5** identify similarities and differences in artworks that have the same subject
- A61.6** demonstrate an increasing ability to express feelings or moods in an original work
- A61.7** use sketches and studies to work out ideas and to improve fine motor skills
- A61.8** display pride, care, and respect for one's own work and that of others
- A61.9** identify his/her own work and other students' work as art
- A61.10** demonstrate good maintenance and safety habits in the use of materials

Design and Function

The student will:

- A62.1** apply design elements, principles, and organization in the creation of artworks to communicate ideas
- A62.2** describe the effects of design elements and principles in an artwork
- A62.3** develop an awareness of interactions among visual elements, e.g., line, color
- A62.4** identify structures in a work, e.g., proportion, balance
- A62.5** experiment with composition
- A62.6** explore the use of horizon, foreground, middle and backgrounds

Content and Creative Expression

The student will:

- A63.1** integrate visual and spatial concepts in a work
- A63.2** create works using perspective and proportion
- A63.3** select and use subjects and themes to communicate meanings in artworks

A63.4 develop and demonstrate a growing ability to organize and express ideas, feeling, and moods through various drawing and painting techniques

A63.5 produce graphic symbols and signs using design elements and principles

A63.6 participate in class discussion about the tone and mood of selected artworks

Art Heritage

The student will:

A64.1 discuss and compare the characteristics of artworks in a variety of selected cultures and historical eras

A64.2 discuss the influence of geography and historical era on artworks, e.g., climate, resources, technology

A64.3 research and share information about the accomplishments of individual artists from a variety of cultures and historical eras

A64.4 recognize and name various selected works of art, including religious artworks

A64.5 identify a variety of artworks as belonging to a specific culture, historical era, style, or artist

A64.6 continue to explore careers in art

Inquiry in the Arts

The student will:

A65.1 develop skill in art criticism based on the subject, visual design, and use of materials

A65.2 make informed statements about the styles and purposes of selected artworks

A65.3 analyze specific artworks through a discussion of the relationship between the subject and the visual design

A65.4 analyze specific artworks through an interpretation of the moods created by various styles

A65.5 list and discuss purposes for the creation of artworks

A65.6 describe his/her critical responses to his/her own artwork and that of other students

Inter-Disciplinary Study

The student will:

A66.1 participate in a variety of activities linking visual arts with other curricular areas

A66.2 compare and contrast the characteristics of works in two or more art forms having the same subject matter or from the same historical era or culture

A66.3 identify units in which the visual arts are linked to other curricular areas

Grade Seven

Art Media and Processes

The student will:

A71.1 select and use media, techniques, and processes to communicate ideas in artworks

A71.2 use drawing and painting tools and techniques to create artworks

A71.3 create works using a variety of idea sources, design concepts, and approaches

A71.4 describe a variety of art forms using an arts vocabulary

A71.5 identify similarities and differences in artworks of different media having similar themes

A71.6 continue to develop ideas and skills using sketches and studies

A71.7 show pride, care, and respect for his/her own work and that of others

A71.8 demonstrate good maintenance and safety habits in the use of materials

Design and Function

The student will:

A72.1 describe, verbally and in writing, the effects of design elements and principles in his/her own artworks

A72.2 analyze the effectiveness of organizational structures in communicating ideas

A72.3 perceive and describe visual elements and underlying structures in an artwork

A72.4 select and use elements and principles to communicate his/her ideas in an artwork

A72.5 experiment with a variety of types of composition

A72.6 experiment with the use of horizon, foreground, middleground, and background

Content and Creative Expression

The student will:

A73.1 integrate visual, spatial, and temporal concepts in an artwork

A73.2 create works using perspective, proportion, and the illusion of mass

A73.3 use exaggeration and distortion to create an effect

A73.4 use subjects, themes, and symbols to demonstrate meanings in artworks

A73.5 demonstrate a growing ability to express ideas, feelings, and moods through the use of drawing and painting techniques

A73.6 discuss the tone, mood, and symbols in artworks

Art Heritage

The student will:

A74.1 know and compare the characteristics of artworks in selected historical eras and cultures

A74.2 recognize and name selected works of art from a variety of cultures and eras

A74.3 identify artworks of the same style from a group of works

A74.4 describe and analyze how geographic and historical factors influence the meanings and values expressed in artworks

A74.5 explain, compare and contrast similar themes and symbols in a variety of artworks, including religious art

A74.6 explore the knowledge and skills necessary to produce fine art and functional arts

A74.7 describe ways in which the arts are used in the Church today

Inquiry in the Arts

The student will:

A75.1 apply his/her skills in art criticism to analyze and judge works based on subject, visual design, use of materials, and other components

A75.2 apply these skills to the analysis and judgment of his/her own works and those of other students

A75.3 using appropriate art vocabulary, identify the characteristics of an artwork and discuss how those characteristics might effect the viewer

A75.4 give informed statements about the purposes served by selected artworks

A75.5 discuss purposes for creating works of art

A75.6 explain the uses of art in advertising, providing examples

Inter-Disciplinary Study

The student will:

A76.1 participate in a variety of activities linking visual arts to other curricular areas

A76.2 compare and contrast the characteristics of works in two or more arts forms which share similar subject matter, historical era, culture, or religious topic

A76.3 describe two or more ways in which the subject matter of other curricular areas is linked with the visual arts

Grade Eight

Art Media and Processes

The student will:

A81.1 select and use media, techniques, and processes to communicate ideas in artworks (9.1.8A/B)

A81.2 discuss what makes components effective in communicating an idea (9.3.8A)

A81.3 use drawing and painting tools and techniques to create artworks (9.1.8A/B)

A81.4 create original works in a variety of media that utilize a variety of idea sources, design concepts, and approaches (9.1.8A/B)

A81.5 describe a variety of art forms using an increasingly advanced arts vocabulary (9.1.8C, 9.2.8L)

A81.6 identify similarities and differences in artworks of different media which portray similar themes (9.2.8C/D/E/J/K/L)

A81.7 continue to develop ideas and skills by using sketches and studies (9.1.8A/B)

A81.8 show pride, care, and respect for his/her own work and that of others (9.1.8A/B/G/H)

A81.9 demonstrate good maintenance and safety habits in the use of materials (9.1.8G/H)

Design and Function

The student will:

A82.1 describe the effects of design elements and principles in his/her own artworks (9.1.8A/B/C, 9.2.8L)

A82.2 write a description of the effects of these elements and principles (9.1.8A/B/C, 9.2.8L)

A82.3 analyze the effectiveness of organizational structures in communicating ideas (9.1.8A/B/C, 9.2.8L)

A82.4 perceive and describe underlying structures and interactions among visual elements in an artwork (9.1.8A/B/C, 9.2.8L)

A82.5 select and use elements and principles to improve the communication of his/her ideas in an artwork (9.1.8A/B/C, 9.2.8L)

A82.6 continue experimenting with a variety of types of composition (9.1.8A/B/C, 9.2.8L)

Content and Creative Expression

The student will:

- A83.1** integrate visual, spatial, and temporal concepts in an artwork (9.1.8A/B/D, 9.4.8A)
- A83.2** create works using linear perspective, aerial perspective, proportion, and the illusion of mass (9.1.8A/B/D, 9.4.8A)
- A83.3** identify, describe and discuss visual effects and impressions resulting from the use of exaggeration and distortion (9.1.8A/B/C/D, 9.4.8A)
- A83.4** use subjects, themes, and symbols to demonstrate meanings in artworks (9.1.8A/B/D, 9.4.8A)
- A83.5** demonstrate a growing ability to express ideas, feelings, and moods in artwork (9.1.8A/B/D, 9.4.8A)
- A83.6** participate in discussions of the meaning of tone, mood, and symbols in artworks (9.1.8A/B/C/D, 9.4.8A)
- A83.7** produce graphic signs and symbols, using design elements and principles, to communicate ideas (9.1.8A/B/D, 9.4.8A)

Art Heritage

The student will:

- A84.1** know and compare the characteristics of artworks in selected historical eras and cultures (9.2.8A/B/C/D/E/F/G/I/K)
- A84.2** describe and analyze how geographic and historical factors influence the meanings and values expressed in artworks (9.2.8A/B/C/D/E/F/G/I/K/L, 9.3.8A/B)
- A84.3** compare and contrast recurrent themes and symbols in a variety of artworks, including religious art (9.2.8A/B/C/D/E/F/G/I/K/L)
- A84.4** recognize and name selected works of art from a variety of cultures and eras (9.2.8A/B/C/D/E/F/G/I/K)
- A84.5** identify artworks of the same style from a group of works (9.2.8A/B/C/D/E/F/G/I/K/L, 9.3.8A/B)
- A84.6** describe ways in which the arts are used in the Church today (9.2.8I/K, 9.4.8C)

Inquiry in the Arts

The student will:

- A85.1** apply his/her skills in art criticism to analyze and judge works based on subject, visual design, use of materials, and other components arts (9.3.8A/B/C/D, 9.4.8A/B)

A85.2 apply these skills to the analysis and judgment of one's own works and those of other students arts (9.3.8A/B/C/D, 9.4.8A/B)

A85.3 using appropriate art vocabulary, identify the characteristics of an artwork and discuss how those characteristics elicit responses and impressions in the viewer arts (9.1.8C, 9.3.8A/B/C/D, 9.4.8A/B)

A85.4 give informed statements about the purposes served by selected artworks arts (9.3.8A/B/C/D, 9.4.8A/B)

A85.5 compare similarities and differences in the content of specific artworks from various eras and cultures arts (9.3.8A/B/C/D, 9.4.8A/B)

A85.6 discuss purposes for creating works of art, including its use in advertising

arts (9.3.8A/B/C/D, 9.4.8A/B)

A85.7 discuss features of an artwork: function, type, subject, medium, design, style arts (9.3.8A/B/C/D, 9.4.8A/B)

A85.8 investigate careers in art, including the knowledge and skills necessary to produce fine art and functional arts (9.3.8A/B/C/D, 9.4.8A/B)

Inter-Disciplinary Study

The student will:

A86.1 participate in a variety of activities linking visual arts to other curricular areas (9.1.8A/B/C, 9.2.8A/B/D/E/F/G)

A86.2 compare and contrast the characteristics of works in two or more arts forms which share similar subject matter, historical era, culture, or religious topics; this activity to be integrated with other curricular areas(9.1.8A/B/C, 9.2.8A/B/D/E/F/G)

A86.3 describe two or more ways in which the subject matter of other curricular areas is linked with the visual arts (9.1.8A/B/C, 9.2.8A/B/D/E/F/G)

GLOSSARY

This glossary is provided for teachers who may be unfamiliar with some terms and/or may have limited access to resources such as art books and textbooks. The website sources for the glossary are denoted as follows:

**www.mcmichael.com*

***faculty.tamu-commerce.edu*

****www.huntington.org*

*****www.artsconnected.org*

Additional terminology and definitions can be found at these and similar websites and in art books and textbooks.

***abstract**, an abstract image can be grounded in an actual object or it can give visual form to something inherently nonvisual, such as an emotion or sensation.

***abstract expressionism**, an aspect of abstract art in which the physical subject is abandoned for one which is purely emotional; i.e. the artist expresses a feeling or idea solely by means of form, line, or color without direct reference to subject matter.

******aesthetic**, relating to standards of beauty and art.

******appliqué**, a sewing technique in which a cutout decoration is attached to a larger piece of material.

******assemblage**, a three-dimensional collage created from a group of everyday objects, many times pre-made and put together in a specific way.

***background**, in art, those things that seem most distant, as if in the back of the picture.

***balance**, an equal arrangement of elements within a composition. Elements could include color, line, shape, or texture, etc., for example.

******batik**, a fabric dyeing technique in which the pattern is first drawn with beeswax onto the cloth with a metal tool, and then the cloth is immersed in dye. The areas covered by the wax are not affected by the dye, creating a pattern that can be seen when the wax is removed by boiling the cloth. Wax and dye applications may be repeated for color variation.

*****canvas**, a piece of cloth prepared as a surface to receive oil paint.

****chiaroscuro**, in drawing or painting, the treatment and use of light and dark, especially the gradations of light that produce the effect of *modeling*.

******collaboration**, to work together in an artistic undertaking.

***collage**, from the French word *coller* which means "to paste". A collage is any artistic composition made by gluing assorted materials to a flat surface.

****color**, the element of art that is derived from reflected light.

****color wheel**, the spectrum of colors bent into a circle.

****complementary colors**, those pairs of colors, such as red and green, that together embrace the entire spectrum. □Colors that are opposite each other on the color wheel.

***composition**, in the visual arts, the structure or organization of a work.

****contour**, a visible border of a *mass* in space; a *line* that creates the illusion of *mass* and *volume* in space.

***contrast**, the amount of darkness or brightness between colors.

*****cool colors**, colors that contain more blue tones.

***criticism**, the process of describing, analyzing, interpreting, and judging works of art; often incorrectly used to mean censoring or fault-finding.

***culture**, a set of learned ways of things and acting that characterizes a decision-making human group.

*****diagonal lines**, lines that are at an angle.

***drawing**, the art or act of representing something on a surface by means of lines and shades, as with a pencil, crayon, pen, chalk, compasses, etc. Also, a sketch, plan, picture or design made with such materials.

***foreground**, in art, those things that seem closest, as if in the front of the picture.

****form**, an object represented in three dimensions. □ A sphere as opposed to a circle.

*****geometric shapes**, shapes with regular contours, and straight edges such as squares, triangles, or circles.

*****horizon**, the line where earth and sky meet.

***hue**, the property that gives colors a name, such as red.

***intaglio printing**, by carving into the surface of a metal plate an image can be created. The metal plate is usually made of copper or zinc. Ink is applied to the plate and is absorbed into the grooves produced by carving. The surface of the plate is then rubbed clean. Paper is placed on top of the plate and is run through a press. The pressure of the press releases the ink within the grooves of the plate onto the paper thereby creating the image.

□

*****intensity**, the degree of saturation of color.

***landscape**, a work of art that depicts a scene in nature.

****line**, a mark made by a moving point.

***lithographic printing**, an image is created directly on a specially prepared smooth, flat stone with a greasy (known as a tushe) pencil. After the image is drawn or transferred onto the stone it is dampened and rolled with ink. This process uses the natural repulsion of oil and water to separate the areas that receive and reject ink to create the printed image.

****mass**, the effect and degree of bulk, density, and weight of matter in space. □

*****masterpiece**, major work of any great artist.

***material culture**, includes those objects or art forms that have relevance or are significant to a particular culture group.

***medium** (plural), **media** (singular), used in the broadest sense to describe the various methods and materials used by an artist. Painting, drawing and sculpture are three different mediums and oil and acrylic are two media of painting.

*****middleground**, the area between the foreground and the most distant part of a scene.

***mixed media**, a painting or other work of art in which more than one medium and/or material is used; e.g. using acrylic, watercolor and pen in a single work.

****modeling**, the shaping or fashioning of three-dimensional forms in a soft material, such as clay; also, the gradations of light and shade reflected from the surfaces of matter in space, or the illusion of such gradations produced by alterations of value in a drawing, painting or print.

****monochrome**, a color scheme that involves one hue and the values, tints and shades of that one hue.

******motif**, a dominant theme, idea, or pattern in a work of art. Motifs are often repeated.

*****oil paint**, a paint made by mixing ground (powdered) color pigment into oil.

*****original**, a prototype or initial work from which a copy or reproduction is made.

*****painting**, a picture created with paint.

***palette**, a thin panel (often with a thumb hole) on which a painter mixes pigments. The terms can also be used to describe the range of colors chosen by an artist.

***perspective**, a system for representing three-dimensional space on a flat surface.

***pigment**, any substance used as a coloring agent. A powdery coloring matter mixed with oil, water, glue or other diluting materials to make paints, crayons, pastels and the like. Most pigments are now produced synthetically but historically they have been made from a variety of animal, plant and mineral sources.

****polychrome**, done in several colors.

***portrait**, an image of a person, usually representing some aspect of their character.

****primary colors**, red, yellow and blue. Colors that are used to mix all other colors. No colors can be mixed to obtain primary colors. *White and black are not primary colors. Strictly speaking, white is not a color; it results from a surface on which there is no pigment for light to reflect off of. Black results from a surface absorbing all the colors of the spectrum.

***printmaking**, art made by transferring an image from an original source to another surface, usually paper. Most forms of printmaking involved a press by which one applies pressure to a metal plate, stone or wooden block, allowing the transfer of the image to the surface. Printmaking allows an artist to produce multiple images from one original source.

****realism**, the representation of things according to their appearance in visible nature (without idealization). In the nineteenth century, an approach that supported the representation of the subject matter of everyday life in a realistic mode. Iconographically, nineteenth-century realism is the subject matter of everyday life as seen by the artist.

****relief**, in sculpture, figures projecting from a background of which they are part. The degree of relief is designated high, low (bas), sunken (hollow), or intaglio. In the last, the backgrounds are not cut back and the points in highest relief are level with the original surface of the material being carved.

***relief printing**, an image is carved out of a block made of a rigid material. The remaining image is printed by applying ink to the surface of the block, placing paper on top of it and then either rubbing the back of the paper or running the block and paper through a press.

***saturation**, the purity, vividness or intensity of a color.

***scale**, the size of an object as compared to other objects or to its environment, or as compared to the human figure.

***sculpture**, a three-dimensional work of art made by carving (cutting in wood, stone, etc.), modeling (a building up of a soft material such as clay or wax), or making a construction or arrangement of material.

***secondary colors**, the combination of any two primary colors results in the creation of a secondary color. Yellow and red create orange. Yellow and blue create green. Blue and red create violet.

***shade**, when black is added to a color to make it darker, the resulting color is referred to as a shade.

****shape**, □an object represented in two dimensions.

***sketch**, a rough drawing or painting usually used by an artist as means of recording or outlining an image in preparation for a more finished work.

***space**, in art space is created through illusions. One of the primary methods an artist can use is the placement of objects in relation to another objects to give a feeling of depth or shallowness. Another method is scale. By making an object larger it may appear to be closer to the viewer thereby creating the illusion of a shallow space. Overlapping objects in a composition can also help an artist create a sense of space.

***stencil printing**, this type of printing is different from the others in that paint or ink is not actually printed from a surface but applied to the paper manually with a stippling brush, through cut-out openings in stiff paper. The other difference is that in this method of printing each print is unique whereas other methods can produce multiples of the same image.

****still life**, a painting representing inanimate objects, such as flowers, fruit, or household articles.

****style**, a manner of treatment or execution of works of art that is characteristic of a civilization, a people, or an individual; also, a special and superior quality in a work of art. *Style in art history is rooted in the belief that artworks from a particular era share certain distinctive visual characteristics. These include not only size, material, color, and other formal elements, but also subject and content.

****symmetry**, aesthetic balance that is usually achieved by disposing forms about a real or an imaginary axis so that those on one side more-or-less correspond with those on the other. □The correspondence may be in terms of shape, color, texture, etc.

***technique**, the way in which an artist uses a material in the creation of an artwork.

***textiles**, woven materials or any cloth.

texture**, the actual or implied quality of a surface, such as rough or smooth, slick or grainy, hard or soft. **texture**, the tactile (touchable) quality of the surface of an art object.

tint**, when white is added to a color to make it lighter, the resulting color is referred to as a tint. ** tint or hue**, common name of the color, such as red, green, blue.

*****tone**, relative lightness or darkness of color.

***value**, the technical name for shading, which gives color the quality of seeming light or dark.

*****vertical lines**, lines that are straight up and down.

*****warm colors**, colors that contain more red tones.

******work-in-progress**, an artwork which is not yet completed.