

St. John's Lutheran Art Curriculum

Standard:

1. Knows how to use the elements and principals of art

Benchmarks:

Kindergarten

- Recognizes that the following elements and principles can be used to make art: (Elements) Line – straight, zig-zag, wavy; Shape – circle, square, rectangle, triangle, oval, diamond; Color – (eight basic) black, brown, red, yellow, blue, purple, green, orange; Texture – rough or smooth; (Principles) Pattern- simple AB patterns (alternating pattern-every other)

First

- Understands that the organizational principles of pattern and contrast can be used to create differences in the visual quality of art.
- Recognizes that the following elements and principles can be used to make art: (Elements) Line – different types of lines and varied widths; Shape – six basic and organic; Color - primary colors, color mixing; Texture – hard, soft, rough, smooth; Space – single base line; (Principles) Pattern – simple ABC patterns (alternating pattern every third); Contrast – large and small, long and short, thick and thin, light and dark, hard and soft, rough and smooth

Second

- Demonstrates that the following elements and principles can be used to make art (elements) line-looping, jagged; shape-geometric, organic, shape combinations representing symbols or objects; color-realistic and fantasy colors, primary colors, color mixing to achieve secondary colors; texture-actual; space-size variation and positioning of objects on the page (creating depth in 2-D artwork), positive and negative space; (principles) pattern; contrast; balance-organization of objects on a page (creating a balanced composition)
- Knows that the visual elements are words used to name specific physical qualities of art and that people use art elements in different ways for different reasons
- Understands that the organizational principle of balance can be used to create differences in the visual quality of art

Third

- Understands how to use the elements and principles of art to create a composition:
(Elements) Line- Overlapping lines to form shapes, contour line; Shape- Overlapping shapes; Color- Warm and cool colors, neutral; Texture- Visual textures; Value – Light and dark, positive and negative; Space- Size variation of objects, placement of objects on the page, and overlapping objects (to create depth); Form- Differences between 2-D shape and 3-D form; (Principles) Pattern; Contrast- Light and dark; Balance – Symmetry and asymmetrical.

Fourth

- Combines elements in a formal composition: (Elements) Line – characteristics of directional, decorative and expressive lines; Shape – 3-D shapes; cone, sphere, cylinder, pyramid and cube; Color – monochromatic (mixing tints and shades); Texture – similarities and differences of actual and visual textures; Space – foreground and background space with size variation, positioning of objects on the page and overlapping objects; Value – simple color value; Form – 3-D additive sculptural methods (to create form); (Principles) Pattern; Contrast; Balance – radial symmetry

Fifth

- Knows how to manipulate the elements and principles into an organized composition to convey ideas:
(Elements) Line-Contour line; Shape-Gradation on a 2-D shape to create illusion of a 3-D form; Color-Complementary; Texture-Variety of textures in a variety of media; Space-Size variation of objects, placement of objects on the page, overlapping objects, use of simple gradation to create foreground, middle ground, and background (depth); Form-additive and subtractive methods of relief; Value-Simple gradation (Principles) Pattern; Contrast- Complementary colors; Balance-asymmetrical; Unity

Sixth

- Identifies and uses various visual structures of art such as the following.
 - Perspective, positive and negative space, color wheel, 2-D/3D, etc.
 - Balance, emphasis, contrast, proportion, etc.
- Knows how to describe how elements and principles of art work together.

Seventh

- Will have an understanding of how artistic style is influenced by formal elements and principles in projects such as still-life, 3D drawings, perspective drawings, and blended gradations
- Knows how to apply the elements and principles of design through the controlled application of artistic materials, techniques and processes

Eighth

- Knows the effects of various visual structures of art and how they influence artistic style (Elements); line modified contour; shape-overlapping 3-D shapes; color-expressive, color intensity; texture-combining actual and visual textures, textures in printmaking; space-atmospheric/aerial perspective, 2 pt. perspective; form-illusion of a 3-D form on a 2-D plane, 3-D construction; value-gradations, cross hatching, hatching, and stippling (Principles) Balance; Emphasis; Rhythm/Movement; Harmony/Unity/Variety/Contrast; Proportion; Pattern
- Understands how choices made in the use of various organizational structures influence the communication of ideas

Standard:

2. Understands and applies a variety of media, techniques and processes related to the Visual Arts

Benchmarks:

Kindergarten

- Identifies artwork made with different media/tools (clay, tempera, crayon, pencil, paste/glue, construction paper, collage materials, finger paints, water colors, colored chalk, fabric/burlap, brushes and scissors)
- Identifies techniques and processes used to make art (cutting, gluing, painting, drawing, coloring, stamping, modeling, tearing, folding, tracing and lacing)
- Demonstrates a basic knowledge of the safe and responsible use of art materials (proper handling of scissors when transporting; correctly holding writing tools, brushes and scissors; proper clean-up and storage procedures)
- Knows that a picture can tell a story

First

- Knows there is a variety of qualities in the following art media/tools: clay, tempera, crayon, pencil, blue, water base markers, construction paper, collage material, watercolors, colored chalk, fabric, burlap, cray-pas, brushes and scissors
- Can use different techniques and processes to communicate a specific idea (cutting, gluing, painting, drawing, coloring, stamping, modeling, tearing, folding, tracing, lacing, paper weaving, wax resist)
- Knows how to use art materials and tools in a safe and responsible manner (proper handling of scissors when transporting; correctly holding writing tools, brushes, and scissors; proper clean-up and storage procedures)

Second

- Can use a variety of media/tools such as clay, tempera, crayon, pencil, glue, water base markers, construction paper, watercolors, colored chalk, yarn, brushes, etc
- Can use different techniques and processes such as cutting, gluing, painting, drawing, coloring, modeling, tearing, tracing, weaving, etc

Third

- Knows how to use different media/tools to affect the outcome of the composition (clay, tempera, crayon, pencil, glue, water base marker, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, papier mache, yarn, watercolor pencils, metal tooling, permanent markers, brushes, scissors, ruler, and clay tools).
- Knows that different techniques and processes are used to create visual representations (cutting, gluing, painting, coloring, drawing, printing and stamping, modeling, tearing, folding, tracing, weaving, knotting, and basic stitchery, and papier mache.

Fourth

- Uses an increased range of media/tools to organize and manipulate the visual elements (clay, tempera, crayon, pencil, glue, water base markers, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, papier mache, yarn, watercolor pencils, metal tooling, permanent markers, foam board, charcoal, India ink, block printing ink, brushes, scissors, ruler, clay tools, calligraphy pen and brayer)

- Understands how art techniques and processes can be used to represent an idea (cutting, gluing, painting, drawing, coloring, printmaking, modeling (3-D additive sculptural methods), tearing, folding, weaving, stitchery, and papier mache)

Fifth

- Knows that different media/tools affect formal qualities (how the art work looks) (clay, tempera, crayon, pencil, glue, water base marker, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, papier mache, yarn, watercolor pencils, metal tooling, permanent markers, foam board, charcoal, India ink, block printing, ebony pencil, tortillions, acrylic paints, calligraphy pen, brushes, scissors, ruler, clay tools, brayers, carving tools)
- Knows that different techniques and processes are used to create visual representations (cutting, gluing, painting, coloring, drawing, printmaking, modeling (additive and subtractive methods of relief), tearing, folding, reweaving, stitchery, and papier mache.

Sixth

- Identifies the qualities and characteristics of different art materials and uses them.
 - 2-D Materials: tempera, crayon, pencil, marker, watercolors, chalk, colored pencils, ink, etc.
 - 3-D Materials: clay, glue, construction paper, fabric, paper mache', yarn, metal tooling, foam, etc.
- Identifies and uses different techniques to create art pieces.
 - Painting, coloring, drawing, printmaking, rubbings, etc.
 - Cutting, gluing, modeling, tearing, folding, etc.

Seventh

- Knows the fundamental similarities and differences between materials and processes such as cutting, gluing, painting, coloring, drawing, printmaking, modeling, tearing, folding, reweaving, stitchery, and paper mache involved in creating artwork.
- Understands that continual usage of different materials such as clay, tempera, crayon, pencil, glue, water based marker, construction paper, collage materials, watercolors, colored chalk, craypas, colored pencils, yarn, water colored pencils, permanent markers, brushes, scissors, ruler, and wax, techniques, and processes will increase ones ability in the visual arts

Eighth

- Understands what makes different art materials (clay, tempera, crayon, pencil, glue, water base marker, construction paper, collage materials, watercolors, colored chalk, fabric, cray-pas, colored pencils, ink, block printing ink, ebony pencil, tortillions, acrylic paints, calligraphy pen, brushes, scissors, ruler, clay tools, brayers, carving tools, fixatives, wax dyes, glazing), techniques and processes effective (or ineffective) in communicating various ideas
- Knows how the qualities and characteristics of art materials, techniques, and processes (cutting, gluing, painting, coloring, drawing, printmaking, modeling, tearing, folding, reweaving, stitchery, and papier mache) can be used to enhance communication of experiences and ideas

Standard

3. Knows how to use symbols, subject matter, and stylistic features to communicate feeling

Benchmarks:

Kindergarten

- Uses personal experience as a basis for creating art
- Understands that different combinations of lines, shapes, and colors can be used to represent people, places, or things
- Demonstrates the ability to distribute symbols over the entire page in an even manner

First

- Uses personal experience as a basis for creating art
- Understands that subject matter can communicate meaning to others
- Demonstrates the ability to show details within the symbols they have created

Second

- Knows how to draw upon personal and shared experiences as a basis for creating art
- Understands that subject matter in art may be presented in many different ways
- Demonstrates the ability to show symbols that are conglomerate shapes properly positioned on a baseline

Third

- Understands that symbols represent real objects and ideas.
- Demonstrates the symbolic use of color.

Fourth

- Understands that different combinations and placement of symbols can be used to represent a variety of subjects and ideas
- Demonstrates the ability to create details that retain their meaning when separated from the whole object

Fifth

- Knows how subject matter, symbols, and ideas are used to communicate meaning.
- Demonstrates the ability to show interaction between objects.

Sixth

- Identifies various styles, themes, and symbols used in art.
- Understands how artistic styles, themes, and symbols can be used to show ideas in art.
- Uses various styles, themes, and symbols in their art.

Seventh

- Knows how visual, spatial, and temporal concepts are used to organize content for the purpose of achieving a desired outcome
- Understand that symbols, subject matter, and style are influenced by cultural environment and historical period in which they appear
- Demonstrates the organization of a composition using visual, spatial, and temporal concepts.

Eighth

- Knows how to apply a variety of visual, spatial, and temporal concepts to create a unique and creative outcome
- Knows how to apply different subjects, themes, and symbols to convey a unique and creative meaning in one's own artwork

Standard

4. Understands the significance of art in culture, history, and God's creation

Benchmarks:

Kindergarten

- Understands that people everywhere make art
- Understands that art is all around them within their immediate environment
- Knows that similarities and differences exist in art (thick-thin; large-small; rough-smooth; up-down; over-under; long-short; straight-wavy)

First

- Knows that there are personal reasons for creating art
- Knows that personal experiences make both them and their art special
- Understands that people can create art that reflects their culture and history

Second

- Knows that visual arts has changed and developed throughout time and that every culture has specific reasons for art
- Knows that the time and place art is made impacts the why and how art is made and how it looks
- Identifies the similarities and differences of art from different times and places

Third

- Understands that the art people make includes everyday objects and dwellings.
- Knows that art from other times and cultures can provide inspiration for one's own art work.
- Identifies similarities and differences found in traditional celebrations (holidays, etc.), and related artifacts of various local cultures, and those of other historical periods and cultures.

Fourth

- Understands why people make art and how art affects daily life
- Understands that art museums preserve cultural artifacts
- Knows that a work of art reveals information about the time and place in which it was created

Fifth

- Understands that styles of art can be identified (non objective art, realism)
- Knows that works of art vary from culture to culture
- Identifies the variety of areas in which art is used in today's media (newspaper, comic strips, billboard, computer generated art, book illustration, magazine, television, or movies)

Sixth

- Knows how art is influenced by culture, history, and the environment.
- Identifies a variety of famous art pieces and knows their general historical and cultural context.
- Identifies art in commercial context such as advertising, graphic design, and architecture, etc.

Seventh

- Knows that the observation of formal structures of art are used as a standard procedure for understanding the historical context of particular works of art
- Knows the process of analysis plays an important role in the understanding and appreciation of a works cultural and historical roots
- Understands that fine art and commercial design convey information about various cultures and historical periods through nonverbal means

Eighth

- Understands the similarities and differences between characteristics of artworks from various eras and cultures
- Knows how to analyze and place a variety of art objects in historical and cultural contexts
- Understands that factors of time and place give meaning and function to fine arts and commercial design

Standard

5. Appreciates the God-given talents of one's own artwork and the artwork of others

Benchmarks:

Kindergarten

- Understands and demonstrates pleasure in the manipulation, exploration and creation of art forms
- Knows that artwork can be created by themselves and others
- Expresses enjoyment derived from viewing artwork
- Understands grade level vocabulary

First

- Knows art forms are made by people and recognizes that his/her artwork was made to represent a personal experience, physical object or natural space
- Understands that art can be viewed by others and shared
- Understands grade level vocabulary

Second

- Understands that people can have the same subject matter but end up with different results
- Knows how to describe reasons for creating art and understand that others may have different reasons

- Understands that because God made each of us special and unique everyone's artwork will also be special and unique

Third

- Knows that personal experiences influence the development and perception of artwork.
- Knows that people create artwork for very personal reasons and that there are many valid responses to works of art that may differ.
- Understands grade level vocabulary.

Fourth

- Knows about the functions of art museums, curation and the merits of collecting works of art
- Understands and can visually identify artworks in which artists have represented feelings, ideas and experiences
- Knows that art is a visual language and a form of expression and that there are many valid responses to works of art that may differ
Understands grade level vocabulary

Fifth

- Knows the merits of creating art for a community or social purpose (to educate, to aesthetically enhance the environment, to increase social awareness)
- Knows and can describe how personal experiences and outside influences may affect the work of an artist, as well as the perceptions of the viewer
- Understands that specific artworks can elicit different aesthetic responses depending on one's personal understanding and knowledge of the art

Understand grade level vocabulary

Sixth

- Identifies the purposes for creating art.
- Identifies contemporary and historical characteristics of art and uses them in some way.
- Uses grade level vocabulary when discussing and creating art.

Seventh

- Knows how to objectively interpret and describe a work of art in terms of personal significance.
- Understands that each culture is different in regards to interpretation of art and concept of beauty.
- Uses grade level vocabulary.

Eighth

- Knows how to analyze and interpret a piece of art in relationship to its personal and social significance
- Knows how to analyze contemporary and historical meanings of specific works of art through cultural and aesthetic inquiry
- Understands how one's own artwork, as well as the artwork of others varies and may elicit a variety of responses
- Uses grade level vocabulary