

# Visual Arts Kindergarten

During the kindergarten years, students learn to listen, share, cooperate, use materials responsibly, and follow directions in a formal school setting. They begin to develop representational thought about things not present and learn to tap their imaginations as they explore the importance of building positive relationships with others.

The visual arts classroom provides a safe and appropriate learning environment with attention to individual learning styles and opportunities for exploration and discovery. The environment promotes cognitive, affective, sensory, and motor skill development.

Kindergarten students are introduced to the elements of art and principles of design, the foundation upon which advanced content is built in subsequent grades. Visual arts concepts explored at this grade level include line, shape, color, texture, and repetition.

## *Produce*

Students will:

1. Use selected materials to produce works of art.  
Examples: water-soluble paint, clay
  - Creating works of art using a variety of traditional processes  
Examples: crayon-resist paintings, folding and curling different kinds of paper
  - Creating two- and three-dimensional art forms  
Examples: finger paintings, paper collages, clay pinch pots
  - Recognizing safe and proper use and care of basic tools, materials, and supplies, including scissors, pencils, crayons, markers, glue, paints, paintbrushes, and clay  
Example: properly holding and using scissors to cut paper
2. Use line, shape, color, texture, and repetition to produce works of art.  
Examples: line—curved, straight, jagged, zigzag, bumpy, wavy;  
shape—circle, triangle, square;  
color—primary, secondary;  
texture—rough, smooth, soft, furry;  
repetition—pattern
3. Create works of art to communicate ideas, moods and spiritual experiences
  - Producing expressive portraits

## *Respond*

4. Identify line, shape, color, texture, and repetition in works of art.
  - Identifying similarities and differences in works of art  
Examples: shape, color, size
  - Identifying media used in a work of art  
Examples: paint, clay, crayons
5. Identify moods, feelings, and emotions generated by a work of art.  
Examples: happiness, sadness, Christian faith

## *Understand*

6. Identify artistic characteristics of cultures, times, places and Biblical references.  
Examples: cultures—designs on tribal masks of Africa and carnival masks of Brazil,  
times—line quality of prehistoric cave drawings,  
places—architectural design of medieval castles in Europe
7. Identify examples of visual arts within the community.  
Examples: architecture, murals, environmental sculptures, digital media productions, museums,  
Church architectural imagery
8. Identify works of art viewed by using digital media tools and products.  
Example: using the Internet to participate in interactive museum programs
9. Identify similarities among the visual arts and other disciplines.  
Examples: language arts—viewing illustrations in literary selections by authors or  
illustrators such as Eric Carle, Gerald McDermott, and Dr. Seuss;  
social studies—identifying similarities and differences in clothing styles worn  
by people of various time periods, cultures, and professions including Judeo-  
Christian historical imagery

# Visual Arts

## First Grade

The overall goal of the first-grade visual arts program is to guide students in the development of skills in the areas of listening, sharing, cooperating, using materials responsibly, and following directions. Providing foundational experiences and opportunities in the visual arts serves to stimulate students to become independent thinkers and lifelong, creative problem solvers.

Students entering first grade have a wide range of technical and creative abilities. They need time to conceptualize ideas and transform these ideas into works of art. An effective visual arts instructional environment allows for hands-on opportunities, cooperative learning strategies, and verbal communication. Such a setting promotes cognitive, affective, sensory, and motor skill development.

In Grade 1, students continue to learn about the elements of art and principles of design, the foundation upon which advanced content is built in subsequent grades. Form and space are added to the art concepts of line, shape, color, texture, and repetition for students to use in building visual literacy. These concepts enable students to develop skills for describing and explaining their works of art.

### *Produce*

Students will:

1. Create works of art using a variety of techniques.  
Example: creating prints and collages using found objects
  - Creating works of art using a variety of subject matter, including still life paintings and portraits  
Examples: still life painting of fruit in a bowl, family portraits
  - Producing three-dimensional works of art  
Examples: found-object sculptures, clay sculptures such as pinch pots
2. Apply primary, secondary, and neutral colors; line direction; form; and space to create works of art.  
Examples: primary and secondary colors—mixing primary colors to achieve secondary colors in paintings of aliens,  
neutral colors—creating and painting sculptures similar to Charles Lucas’ outdoor sculpture *The New Breed*,  
line direction—creating paintings similar to Piet Mondrian’s *Broadway Boogie Woogie*,  
form—creating a work of art similar to Frederick Roth’s sculpture *Columbia Lion*,  
space—creating figures using found objects such as spools and cardboard tubes

## *Respond*

3. Identify neutral colors, form, and space in works of art.  
Examples: neutral colors—Georges Braques' Cubist still life paintings,  
form—Pueblo Indian ceramic storyteller sculptures,  
space—Alexander Calder's mobiles
4. Recognize similarities and differences in media, visual and tactile characteristics, and natural or man-made forms used in artwork.  
Examples: media—differences between tempera and watercolor paints,  
visual and tactile characteristics—Jacob Lawrence's collages versus Frank Stella's and George Seurat's paintings,  
natural or man-made forms—texture of pine cone versus texture of concrete block
5. Describe moods, feelings, emotions and spiritual experiences depicted by a work of art.  
Examples: dark room representing loneliness, sunny sky representing cheerfulness

## *Understand*

6. Recognize artistic characteristics of various cultures, times, places and Biblical references.  
Examples: cultures—dots in Aboriginal dream paintings,  
times—fashion depicted in Early American paintings,  
places—pyramids of Egypt
  - Using digital media to view works of art  
Example: using a CD-ROM to view characteristics of works of art
7. Identify visual arts professions within a community.  
Examples: landscape architects, sculptors, interior designers, museum curators, Church architectural imagery
8. Identify similarities among the visual arts and other disciplines.  
Examples: language arts—viewing illustrations in literary selections by authors or illustrators such as Eric Carle, Gerald McDermott, and Dr. Seuss;  
social studies—identifying similarities and differences in clothing styles worn by people of various time periods, cultures, and professions including Judeo-Christian historical imagery

# Visual Arts

## Second Grade

Second-grade students enjoy learning about cultures, times, and places beyond their immediate environment. They are able to solve increasingly challenging problems and to discuss and discover new media, artists, and works of art. Activities involving these discoveries provide opportunities for visual arts students to consider multiple solutions to artistic problems.

The visual arts classroom setting for second-grade students provides a meaningful and active learning environment with attention to individual learning styles. Instruction in Grade 2 continues to promote opportunities for exploration and discovery as well as cognitive, affective, sensory, and motor skill development.

Exploration of ideas and justification of solutions to artistic challenges allow second-grade students to expand upon prior knowledge of the elements of art and principles of design. Art concepts emphasized at this grade level include line, shape, color, texture, repetition, form, space, and balance. These same concepts continue to be emphasized at the more advanced levels of the visual arts curriculum.

### *Produce*

Students will:

1. Apply a variety of procedures, methods, and subject matter in the production of two-dimensional works of art, including landscapes, still lifes, and relief prints.  
Example: producing paintings, drawings, and relief prints of family life and neighborhood play
  - Producing three-dimensional works of art  
Example: pinching and pulling clay to create clay dinosaurs
  - Demonstrating appropriate safety, care, and use of printmaking and sculptural materials and equipment  
Examples: printmaking inks, carving instruments, wire sculptures
2. Apply analogous and intermediate colors, symmetrical balance, and geometric and organic shapes in the production of works of art.  
Examples: monoprint of butterfly, landscapes with intermediate color schemes, Georgia O’Keeffe’s flower images in pastel drawings
3. Express ideas, feelings, moods and spiritual experiences through traditional and digital media in creating works of art.  
Examples: showing happiness by using traditional media such as crayons or paints in the production of a portrait based on Paul Klee’s *Senecio or Head of a Man*, using digital drawing and painting programs to generate ideas in the production of a fantasy cityscape

## Respond

4. Explain similarities and differences in works of art, including color schemes, symmetrical balance, and geometric and organic shapes.  
Examples: naming similarities and differences in works by Eric Carle and Peter Max depicting butterflies, discussing organic shapes in Henry Moore's sculpture *Working Model for Oval with Points* and geometric shapes in David Smith's *Cubi* series sculptures
5. Describe the media technique used in a specific work of art.  
Example: describing the technique of pointillism used by Georges Seurat in *A Sunday on La Grande Jatte*
  - Identifying the technique of spatial relationships, including foreground, middle ground, and background  
Example: identifying overlapping shapes that create depth in Grant Wood's landscapes
6. Relate moods, feelings, and emotions generated by a work of art to life experiences.  
Example: relating happy moods and feelings of children at play as depicted in Winslow Homer's *Snap the Whip* to those of contemporary neighborhood children at play, and Christian faith

## Understand

7. Describe artistic styles of various cultures, times, places, and Church architectural imagery.  
Examples: cultures—Japanese painting techniques,  
times—mosaics of the Roman Empire,  
places—architectural structures of the Middle East and Russia
  - Describing ways in which visual arts connect to other disciplines.  
Example: describing Edgar Degas' ballerina works in relation to dance, Pablo Picasso's *Three Musicians* in relation to instrumental music, and George Rouault's clowns in relation to costumes in theatre productions
8. Identify ways art reflects and records history including Judeo-Christian historical imagery.  
Examples: pictographs created by Plains Indians, glyphs created by Mayan Indians, paintings and sculptures of the American West created by Frederic Remington
  - Using digital media to view works of art