

Art Curriculum Guidelines Blacksburg New School Elementary and Middle School (K-8)

Art

The elementary art program provides students with the means for self-expression, while focusing on artistic literacy that enables them to interpret information in order to create self-guided works of art. The curriculum considers the Virginia Visual Arts Standards of Learning and integrating class themes, which are incorporated into a choice-based learning environment. Lessons will focus on art production and experimentation, while incorporating art elements and principles, aesthetics, and composition.

Red Room (Kindergarten)

The standards for Kindergarten serve as building blocks for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development while using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.

Students will:

- create works of art that demonstrate solutions to visual problems
- identify and use colors, textures, line, shape and patterns
- create works of art that depict animals and plants
- create self-portraits
- identify spatial relationships
- identify a sequence of steps in creating a work of art
- manipulate three-dimensional art materials
- demonstrate motor skills by drawing, painting, cutting, folding, gluing, tearing, printing and modeling
- identify those who make art as artists (painters, sculptors, printmakers, architects, graphic designers)
- identify purposes for creating art
- discuss the concept that all cultures create art
- look at, describe and respond to works of art
- discuss and explain ideas and expressions in their artwork
- have opportunities to exhibit artwork in different context and venues
- classify objects in the environment by using art vocabulary (color, texture, line, shape, pattern)

Orange Room (1st Grade)

The standards for grade one continue to emphasize that the visual arts are about ideas. Development continues in cognitive, sensory, affective, and motor domains. The standards continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

Students will:

- understand that there are multiple solutions to a single visual problem
- use the senses as inspiration for works of art
- identify and use primary colors, secondary colors, line, texture, shape, 3-dimensional forms, patterns
- create works of art inspired by literature
- use proportion in their artwork
- describe how art communicates feelings, ideas and information
- discuss why viewers have different responses to works of art
- categorize art by subject matter
- view works of art and describe similarities and differences
- discuss different responses to works of art
- describe ideas and emotions communicated in works of art
- use motor skills to weave, tear, sew, and otherwise manipulate art materials
- identify those who make art as artists and how it is an integral part of one's culture
- describe and discuss the visual qualities and content of works of art, using art vocabulary
- express a point of view regarding what art is and what purpose it serves

Yellow Room (2nd Grade)

The standards for grade two focus on the acquisition of a reservoir of ideas for art making. Students will acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students will express these ideas, using an increasing variety of art materials, skills, techniques, and processes.

Students will:

- identify and use secondary, warm, and cool colors
- identify geometric and organic shapes as well as three-dimensional forms
- identify and use complex, alternating, and repeating patterns
- identify and use positive and negative space
- depict environmental and historical themes
- depict objects in proportion in a work of art
- depict objects from observation
- use a variety of sources for art ideas including nature, people, images, imagination, resource materials
- create 3-dimensional works of art using a variety of materials
- express opinions and supporting ideas
- describe meanings and feelings evoked by works of art
- describe personal reasons for valuing a work of art
- compare art and artifacts of other culture
- discuss the ways that the art of a culture reflects people's attitudes and beliefs
- identify American Cultural Symbols and events depicted in art

Green Room (3rd Grade)

The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures. They will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Students will:

- identify solutions used by artists to solve visual problems
- identify and use intermediate, warm, and cool colors
- use various art processes and techniques to produce works of art that demonstrate craftsmanship
- develop art ideas from a variety of sources, including print, non-print, and technology
- identify and use positive and negative space, balance and pattern
- compare and contrast geometric and organic shapes
- create the illusion of depth on a two-dimensional surface
- identify and use foreground, middle ground and background in two-dimensional works of art
- discuss how history, culture and the visual arts influence each other
- the student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement in the picture plane
- discuss different ways to interpret art
- identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone)
- produce a work of art that communicates feelings
- create a work of art in clay, using the coil-building process
- use appropriate art vocabulary when describing art processes
- create an artwork that depicts the artform of Africa
- develop and describe personal reasons for valuing works of art
- discuss form and function of artifacts from another culture
- discuss the difference between art and other types of objects, using appropriate art vocabulary
- analyze works of art by subject matter, including portrait, landscape, still life, and narrative
- demonstrate an understanding of symbolic meaning by incorporating symbols in a work of art
- analyze works of art for the use of rhythm, balance, and spatial relationships

Turquoise Room (4th Grade)

The standards for grade four continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students will explore a range of materials and subject matter. Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students will examine the influence of the past on contemporary culture.

Students will:

- research and generate ideas for creating works of art using discussion
- create a work of art that uses themes, ideas, and art forms from the past
- identify and use the characteristics of color, including hue, tint, shade, and intensity
- describe and use hand-building techniques, including the slab method, to make a ceramic work of art
- identify and use variety, repetition, and unity in a work of art
- identify and use a variety of line in works of art
- identify positive and negative space in works of art
- demonstrate an understanding of symbolic meaning by incorporating symbols in a work of art
- use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface
- use art materials experimentally
- create abstract works of art
- discuss how history, culture and the visual arts influence each other
- identify and discuss a variety of art careers (potter, weaver, glassmaker, jeweler, local community artist)
- examine the roles of crafts and artisans in Colonial Virginia
- distinguish between abstract, representational and nonrepresentational works of art
- develop eye/hand coordination by drawing and constructing.
- observe and depict plants, animals and people in a landscape work of art
- identify those who make art as artists and how it is an integral part of one's culture

Blue Room (5th Grade)

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Students will gain fluency in using and understanding the elements of art and the principles of design as they relate to artistic expression and communication.

Students will:

- Use the elements of art (line, shape, form, color, value, texture, and space) to express ideas, images, and emotions
- Use the characteristics of color including hue, shade, tint, and intensity
- Create repeating patterns, using translation (slide), reflection (flip), and rotation (turn)
- Use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images
- Defend a position regarding a historical or contemporary issue through the production of a work of art
- Develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches
- Describe the changes that occur in clay, including plastic, leather-hard, greenware, bisque, and glazeware, during the ceramic process
- Demonstrate an understanding of symbolic meanings by incorporating symbols
- Use linear perspective in a work of art; emphasize spatial relationships in works of art; express ideas through artistic choices of media, techniques, subject matter; use technology to produce a work of art
- Produce fiber art that reflects the qualities of the fiber art of another age, culture, or country
- Use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief
- Demonstrate an understanding of symbolic meaning by incorporating symbols in a work of art
- Use linear perspective in a work of art
- Use art materials experimentally
- Identify artists from a variety of cultures and the works of art they have produced
- Express ideas through artistic choices of media, techniques, and subject matter
- Discuss how history, culture and the visual arts influence each other
- Identify common attributes in works of art produced by artists within a culture
- Apply specific criteria to assess a finished product
- Distinguish between abstract, representational, and nonrepresentational works of art
- Discuss how personal beliefs influence responses to works of art
- Discuss how criteria used to value art within a culture vary over time

Purple Program (6th, 7th, and 8th Grades)

The standards for middle school emphasize exploration, analysis, and investigation of the creative process, and on synthesis and application of previously learned concepts. Using the elements of art and the principles of design as a framework, students will investigate a variety of experiences and concepts. Students will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches. Students will understand the factors that distinguish artistic styles

and that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

Students will:

- Document their creative process by keeping a journal
- Depict the proportional relationships among the parts of the human body or among other objects
- Use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images
- Create works of art that emphasize specific formal color relationships
- Further expand and develop the use of the elements of art and the principles of design
- Use chiaroscuro to create the illusion of form in a work of art
- Will produce a kinetic work of art
- Utilize fantasy as a means of expression in works of art
- Create contour line drawings that demonstrate perceptual skill
- Use aerial perspective to create the illusion of depth in a two-dimensional drawing
- Use multiple-point perspective to create the illusion of depth in a two-dimensional drawing
- Use line to create value in a work of art
- Create three-dimensional works of art, using a variety of themes and processes
- Identify and analyze the uses of typography in graphic arts
- Create and maintain an art portfolio
- Apply ethical procedures in the execution of works of art
- Provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions
- Identify the roles of artists (e.g., graphic artists, animators, videographers, photographers, advertising artists) in mass media
- Identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact
- Describe and place a variety of works in historical and cultural contexts
- Compare and contrast works of art according to medium, period, style, and artist
- Analyze the effect the elements of art and the principles of design have on the communication of ideas
- Investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art
- Communicate how personal experiences influence critical judgments about and interpretations of art
- Critique in oral and written form, personal work and the work of others, using appropriate art vocabulary
- Discuss and analyze the purposes, values, and meanings of works of art
- Formulate and respond to meaningful questions about works of art, based on observations and interpretations
- Describe personal sensory responses to the visual qualities of a work of art, using appropriate art vocabulary

The Sixth Grade Art Program works to emphasize student engagement in art making. Students will gain skills and techniques used when creating art. Emphasis will be on gaining skills in creative thinking, and idea generation for inventive art making. Teaching for Artistic Behavior (TAB) concepts enable students to experience the work of the artist through authentic learning opportunities and responsive teaching. The BNS art space is a place for new discoveries, working within a TAB environment while including Virginia Standards of Learning.

Students will:

- Document their creative process by keeping a sketchbook/journal
- Become familiar with and apply the elements of art and principles of design to two and three-dimensional works of art
- Develop ideas for works of art by conducting research, making preliminary sketches, or constructing models
- Evaluate works of art
- Describe the changes that occur in clay during the ceramic process, and apply different clay attachment techniques
- Solve design problems
- Identify major art movements and styles
- Describe ways that social and cultural beliefs can influence responses to works of art
- Identify the contributions of artists to society

Topics will include:

- the elements and principles of art
- drawing and design
- perspective
- painting
- sculpture and ceramics
- art history

Project Engagement: 55% of grade

Students should treat class as an artist would treat working in a studio. There is limited time to use the studio, therefore they should use this time as efficiently as they can. Sharing space with other artists can be challenging, and it can be motivating as well. Ways for students to be engaged include: looking for resources to use for their art, working through ideas in their sketchbook, coming up with several approaches to finding a solution for their project, pre drawing the composition for their artwork, applying media to complete the artwork, not distracting others with unnecessary dialogue, asking others to please allow you to stay engaged in the current task you are trying to complete, and realizing that “thinking” cannot be done while talking about something irrelevant to what you are trying to accomplish.

Projects: 30% of grade

There will be many projects assigned throughout the term. The projects will take anywhere from one class period to a few weeks. Students will work at their own pace each trimester to complete projects, but will need to plan and manage their time. Students are given a problem to solve at the beginning of each project that might involve a particular medium, theme, or both. The project is considered finished when the student has completed a written reflection on key points.

Art Journal/Sketchbooks: 15% of grade

Students will use sketchbooks/journals to document their creative process. Sketchbooks will be used for daily activities, sketching, note-taking, and brainstorming. Students may take their sketchbooks home as they wish, but are expected to have it with them for use in class.

*Note about homework: I believe that putting in extra time to practice techniques or skills in any subject (including art) helps build skills in all areas of interest. Although I try not to assign specific exercises for homework, I encourage students to practice, explore, and build skills whenever they have time or need a creative outlet.

Late work: Students are expected to appropriately pace themselves in completing an artwork. There will be times when students have a specific date when work is expected to be turned in. If absent on that day, students must turn in art on the day of return. If art is not turned in on the due date, the grade will be counted off 5% each day it is late, up to 10 days. Students are expected to come to the teacher to discuss an alternative option if an extended amount of time is needed.

The Seventh and Eighth Grade Art Program will work to meet the requirements of Art I: Foundations as set by the Virginia Standards of Learning, which are to emphasize the ability to develop and recognize visual arts content, concepts, and skill needed to create, discuss, and understand original works of art. Students use art-making processes to communicate ideas and personal life experiences. A major focus will be student engagement in art making. Students will gain skills and techniques to use when creating art. Most importantly gaining skills in creative thinking, and idea generation for inventive art making. Teaching for Artistic Behavior (TAB) concepts enable students to experience the work of the artist through authentic learning opportunities and responsive teaching. The BNS art space is a place for new discoveries, working within a TAB environment while including Virginia Standards of Learning.

Students will:

- Document creative process by keeping a working portfolio/journal for planning and as a resource
- Identify and use steps in compositional design
- Communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media, and incorporating elements of art and principles of design
- Use a variety of traditional and contemporary media to create two and three-dimensional works of art
- Employ a variety of subject matter, including cultural or social concepts, to express ideas in original works of art
- Describe and demonstrate craftsmanship (artisanship) in works of art

- Describe the changes that occur in clay during the ceramic process, and apply different clay attachment techniques
- Solve design problems
- Describe ways that social and cultural beliefs can influence responses to works of art
- Adhere to ethical choices when creating works of art and design
- Select and apply elements of art and principles of design to communicate meaning in works of art
- Combine a variety of perspective techniques
- Use a variety of drawing media and processes to create observational and expressive works of art
- Connect art and cultural history
- Analyze, evaluate and critique works of art

Project Engagement: 55% of grade

Students should treat class as an artist would treat working in a studio. There is limited time to use the studio, therefore they should use this time as efficiently as they can. Sharing space with other artists can be challenging, and it can be motivating as well. Ways for students to be engaged include: looking for resources to use for their art, working through ideas in their sketchbook, coming up with several approaches to finding a solution for their project, pre drawing the composition for their artwork, applying media to complete the artwork, not distracting others with unnecessary dialogue, asking others to please allow you to stay engaged in the current task you are trying to complete, and realizing that “thinking” cannot be done while talking about something irrelevant to what you are trying to accomplish.

Projects: 30% of grade

There will be many projects assigned throughout the term. The projects will take anywhere from one class period to a few weeks. Students will work at their own pace each trimester to complete projects, but will need to plan and manage their time. Students are given a problem to solve at the beginning of each project that might involve a particular medium, theme, or both. The project is considered finished when the student has completed a written reflection on key points.

Sketchbooks: 15% of grade

Students will use sketchbooks/journals to document their creative process. Sketchbooks will be used for daily activities, sketching, note-taking, and brainstorming. Students may take their sketchbooks home as they wish, but are expected to have it with them for use in class.

*Note about homework: I believe that putting in extra time to practice techniques or skills in any subject (including art) helps build skills in all areas of interest. Although I try not to assign specific exercises for homework, I encourage students to practice, explore, and build skills whenever they have time or need a creative outlet.

Late work: Students are expected to appropriately pace themselves in completing assigned projects. Students will complete sketchbook assignments as a group. There will be times when students have a specific date when work is expected to be turned in. When absent, students are expected to check in with the teacher for any missed work, and efficiently get caught up. There may be a 0% place holder in grades until work is turned in.