



## Red Room (Kindergarten)

The art curriculum provides students with the means for self-expression while focusing on artistic literacy that enables students to interpret information conveyed by images and symbols. The curriculum considers the Virginia Fine Arts Standards of Learning as well as the interests of teachers and students. Whenever possible, themes explored in the art classroom will correspond with the current classroom theme.

Over the course of the year students collect their works of art in a portfolio, which is kept at school in preparation of the all student art show held the last week of school. In class, many aspects of art are covered, and students are exposed to a variety of media. My goal for the students is for them to experience a combination of a choice-based art room where they feel ownership in the creative process of creating art, as well as creating projects that support their general classroom studies. My hopes are that they explore the many different materials that can be used to create art, learn new skills in visual arts, and learn about various artists and styles. Students will create a portfolio of work that is stored in their classroom art space. They will choose from their portfolio a few of their favorite artworks to be displayed at the End of Year Arts Show.

There are many all-school art opportunities that the students experience every year:

- Art display at the University Mall for the BNS Chocolate Party
- An art rotation during Messy Day
- Tie Dye class color shirts and multi color apparel
- Items personalized with student art for a fundraiser
- End of Year Art Show

The standards for kindergarten serve as building blocks for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, 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 self-portraits
- Identify spatial relationships
- Identify a sequence of steps in creating a work of art
- Manipulate three-dimensional art materials
- Demonstrate motor skills such as drawing, painting, cutting, folding, gluing, tearing, printing and modeling
- Identify those who make art as artists (e.g. 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 personal works of 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 (First Grade)

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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, three-dimensional forms and 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 (Second Grade)

The art curriculum provides students with the means for self-expression while focusing on artistic literacy that enables students to interpret information conveyed by images and symbols. The curriculum considers the Virginia Fine Arts Standards of Learning as well as the interests of teachers and students. Whenever possible, themes explored in the art classroom will correspond with the current classroom theme.

Over the course of the year students collect their works of art in a portfolio, which is kept at school in preparation of the all student art show held the last week of school. In class, many aspects of art are covered, and students are exposed to a variety of media. My goal for the students is for them to experience a combination of a choice-based art room where they feel ownership in the creative process of creating art, as well as creating projects that support their general classroom studies. My hopes are that they explore the many different materials that can be used to create art, learn new skills in visual arts, and learn about various artists and styles. Students will create a portfolio of work that is stored in their classroom art space. They will choose from their portfolio a few of their favorite artworks to be displayed at the End of Year Arts Show.

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The standards for grade two focuses 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, and 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



## Green Room (Third Grade)

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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
- create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts
- 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
- discuss form and function of artifacts from another culture
- analyze works of art by subject matter, including portrait, landscape, still life, and narrative



## Turquoise Room (Fourth Grade)

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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. 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
- 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.
- identify and discuss a variety of art careers (e.g., 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.
- the student will 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 cultural.



## Blue Room (Fifth Grade)

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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.
- Develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
- Describe the changes that occur in clay during the ceramic process.
- 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.
- 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.
- Apply specific criteria to assess a finished product.
- Distinguish between abstract, representational and nonrepresentational works of art.



# ***Sixth Grade Art***

***with Patti Rowland***

*The Sixth Grade Art Program works to emphasize student engagement in art making. Students will gain skills and techniques used when creating art. Emphasis is 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

## **Some topics to be covered this year:**

- The elements and principles of art
- Compositional Development
- 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, communication and dialogue should support peers and not distract, asking others to please allow you to stay engaged in the current task you are trying to complete, and maintaining that creating art as the main goal.

## **Projects: 30% of grade**

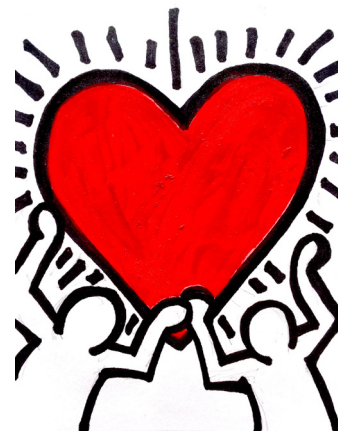
There will be many projects assigned throughout the term. The projects will take anywhere from one class period to a few weeks. Students will work at their own pace each trimester to complete projects, but will need to plan and manage their time. Students are given guidelines and a problem to solve at 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 to keep assignments done at home to a minimum, there may be a few times it is required. I encourage students to practice, explore, and build skills whenever they have time or need a creative outlet home. Students should check Canvas regularly for graded assignments.

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.



# ***Seventh and Eighth Grade Art/ Art I (Part 1 and 2): Foundations with Patti Rowland***

*For those students that complete the Seventh and Eighth Grade Art Program as a graded course, the curriculum will meet the requirements of Art I: Foundations, which is a high school credit course. Set by the Virginia Standards of Learning, the curriculum is intended to emphasize the ability to develop and recognize visual arts content, concepts, and skills 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 maintaining that creating art as the main goal.

## **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.

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