

Mandan Public School District

Elementary Division

Mandan Public Schools

Elementary

Art Curriculum



2012

Table of Contents
Elementary Art K-5

Table of Contents.....1

Art Writing Committee members.....2

State Standards and Benchmarks.....2

Art Curriculum Code.....2

Standard 1: Visual Art Media, Techniques, and Processes3

Standard 2: Structure and Function5

Standard 3: Subject Matter, Themes, Symbols, and Ideas in Visual Art.....6

Standard 4: Visual Art History and Culture.....7

Standard 5: Merits of Works of Visual Art.....8

Standard 6: Connections9

Glossary10

Lesson plan resource books12

Elementary Art Writing Committee:

Chairman- Bob Klemisch, Dr. Mike Bitz

Custer- Suzanne Cordova-Lyles (Gr. 1)

Mary Stark- Mary Kautzman (Kindergarten)

Roosevelt- Bev Stieg (Grade 1) and Lucy Barth (Grade 4)

Ft. Lincoln- Colleen Rinas (Grade 2) Emily Bjornson (Grade 5)

Lewis and Clark- Boriana Huck (Grade 3)

State Standards and Benchmarks

State standards and benchmarks are included in the curriculum. They were used to guide the curriculum writing process and are written in bold faced type.

Mandan Public Schools

Art Curriculum Code

I- Introduce

D- Develop

M- Master

Elementary Art

Standard One

The student should...

Standard 1 Visual Art Media, Techniques, and Processes	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
I. Know differences between visual art media. (4.1.1)						
A. Identify the following media (print making, drawing, sculpture, weaving, painting, textiles)	I	D	D	D	M	
B. Identify the following medium (paper, clay, crayon, paints, pastels, colored pencils, markers, chalk, graphite, charcoal)	I	D	D	D	M	
II. Know the different techniques used to create visual art. (4.1.2)						
Line						
A. Identify and demonstrate lines (long and short, thin and wide, dark and light, continuous and broken, circular and straight, vertical and horizontal, diagonal)	I	D	D	D	M	
B. Identify and demonstrate lines (curved and wavy, zig-zag)		I	D	D	M	
C. Interpret personal lines (symbols, designs)			I	D	D	D
D. Produce directional lines showing movement				I	D	D
E. Produce a variety of lines (hatching, cross hatching, applied lines, blurred and sharp, gesture lines, silhouettes, and edges or objects, outlining)					I	D
F. Produce perspective drawings (1 point, 2 point)						I
Shape						
A. Categorize geometric shapes (circle, square, triangle, oval, rectangle)	I	D	M			
B. Differentiate sizes of shapes (large, small)	I/D	M				
C. Recognize outline as blurred or defined		I	D	D	D	D
D. Recognize edges as hard or soft		I	D	D	D	D
E. Classify forms as symmetrical or asymmetrical		I	D	D	D	D
F. Recognize shapes (repeated, alternating, overlapping, simplified, implied, distorted, positive, negative)		I	D	D	D	D
G. Classify shapes (organic, animals, symbols, letters, geometric, architectural)				I	D	D
H. Categorize shapes as free form or realistic					I	D
I. Differentiate shapes (sedentary or nonsedentary, man made or natural)						I
Color						
A. Classify colors as primary (red, blue, yellow)	I	D	D	M		
B. Classify colors as secondary (green, orange, violet)	I	D	D	D	M	
C. Experiment with mixing colors		I	D	D	D	D

D. Identify the color wheel		I	D	D	D	D
E. Distinguish between warm and cool colors			I	D	D	D
F. Experiment with intermediate colors				I	D	D
G. Label colors (neutral, tints, shades)					I	D
H. Produce a monochromatic color scheme						I
I. Produce an analogous color scheme (3 colors side by side)						I
J. Recognize color wheel schemes and harmonies						
Texture						
A. Explore a variety of materials	I	D	D	D	D	D
B. Produce rubbings	I	D	D	D	D	D
C. Produce tactile pieces of art	I	D	D	D	D	D
D. Produce visually textured art works	I	D	D	D	D	D
E. Recognize characteristics of patterns and texture					I	D
F. Discern close-up detail					I	D
G. Explore dragging- adding bits one on top of another						I
H. Describe textures as man made or natural, hard or soft, rough or smooth						I
Space						
A. Classify concepts of position (above, below, inside, outside, overlapping)	I	D	D	M		
B. Classify space as large or small		I	D	D	D	D
C. Classify space as positive/negative or black/white		I	D	D	D	D
D. Define space in terms of symmetry or asymmetry		I	D	D	D	D
E. Recognize relative size (body parts) in proportion, overlapping and in depth (using large objects)			I	D	D	D
F. Recognize depth (foreground, middle-ground, background)				I	D	D
G. Balance effective use of paper				I	D	D
H. Recognize sizes within shapes					I	D
I. Use singular plane cubes to create depth/cubism					I	D
J. Recognize perspective (one point, two point)						
III. Know the differences between visual art processes. (4.1.3)						
A. Explore sculptural processes with clay				I	D	D
IV. Know how different visual art materials, techniques, and processes cause different responses. (4.1.4)		I	D	D	D	D
V. Know how different visual art media, techniques, and processes are used to communicate ideas, experiences, and stories. (4.1.5)		I	D	D	D	D
VI. Use visual art materials and tools in a safe and responsible manner. (4.1.6)	I	D	D	M		

Standard Two

The student should...

Standard 2 Structure and Function	K Kindergarten	1 Grade 1	2 Grade 2	3 Grade 3	4 Grade 4	5 Grade 5
I. Know the differences among visual art structures and functions. (4.2.1)						
A. Identify the structures of line, shape, form, color, texture, value and space	I	D	D	D	D	D
II. Know how expressive images cause different responses and communicate ideas. (4.2.2)						
A. Identify expressive images including: bodies, faces, dwellings, plants and animals	I	D	D	D	D	D
III. Use visual art structures and functions of works of art to communicate ideas. (4.2.3)						
A. Develop works of art for a specific function (eg. decorative, expressive, practical, persuasive, and utilitarian)	I	D	D	D	D	D

Standard Three

The student should...

Standard 3 Subject Matter, Themes, Symbols, and Ideas in Visual Art	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
I. Understand how a variety of subjects, themes, symbols and ideas are incorporated in a selection of works of art. (4.3.1)						
A. Examine and identify comparable themes and symbols in works of art of other cultures				I	D	D

Standard 4

The student should...

Standard 4 Visual Art History and Culture	K Kindergarten	1 Grade 1	2 Grade 2	3 Grade 3	4 Grade 4	5 Grade 5
I. Know that visual art has both a history and specific relationship to various cultures. (4.4.1)						
A. Recognize art in nature and in the world	I	D	D	D	D	D
B. Explore and discuss art history	I	D	D	D	D	D
C. Recognize and value images, symbols, motifs, and themes		I	D	D	D	D
D. Discuss aesthetics including the philosophical outlooks of what is art and why people create art		I	D	D	D	D
E. Become aware of art museums and their functions			I	D	D	D
F. Recognize cultural consideration in art		I	D	D	D	D
G. Recognize art as a visual record of humankind		I	D	D	D	D
II. Understand the characteristics of works of art in various eras and cultures. (8.4.1)						
A. Distinguish the art of specific cultures			I	D	D	D

Standard 5

The student should...

Standard 5 Merits of Works of Visual Art	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
I. Know various purposes for creating works of art. (4.5.1)						
A. Identify various purposes for creating works of art including: expression, celebration, causes, feelings, events, promotional, story telling, remembrance and personal satisfaction	I	D	D	D	D	D
II. Know that works of art can elicit different responses. (4.5.2)	I	D	D	D	D	D

Standard 6

The student should...

Standard 6 Connections	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
I. Know the similarities and differences between the visual arts and other art disciplines (performing arts, literature, practical arts). (4.6.1)						
A. Understand how art is influenced by climate, geography, values and culture				I	D	D
B. Understand how art is influenced by philosophy, politics and religion					I	D
II. Know connections between the visual arts and other disciplines in the curriculum. (4.6.2)						
A. Know the connections between the visual arts and math, science, social studies, history, business, technology and language arts	I	D	D	D	D	D

Glossary

Analogous: The use of neighboring colors on the color wheel. These colors have one color in common, such as blue, blue-green and green.

Background: The upper 1/3 of the picture plane in which objects appear to go back in space and get smaller.

Complementary Colors: Colors that are directly opposite each other on the color wheel. A blend of any two complementary colors is called a Neutral.

Contour: The outline of a shape or form.

Contrast: A difference between elements.

Cool Colors: Violet, Green and Blue. These colors give a feeling of calmness, sadness, and sleepiness.

Cross Hatching: A series of diagonal parallel lines which cross each other in the opposite direction and are used to create a variety of values for shading. Note: The closer the lines are to each other, the darker the values.

Foreground: The Lower 1/3 of the picture plane in which objects appear close to us and larger in size.

Free form: fluid and absent from constraints.

Geometric shapes: shapes that are rigid and do not normally appear naturally in nature such as circles triangles and squares.

Gesture Line - Line that is energetic and catches the movement and gestures of an active figure.

Hatching: A series of diagonal parallel lines used to create a variety of values for shading. Note: The closer the lines are to each other, the darker the values.

Hue: another name for color.

Implied line or shape: The suggestion that a line or shape exists without a true physical boundary.

Intermediate Colors: Blue Violet, Red Violet, Blue Green, Yellow Green, Red Orange and Yellow Orange. Created by mixing a primary and secondary that is not its complement. By mixing two complements you would get brown.

Line: A moving point.

Middle ground: The middle 1/3 of the picture plane in which objects appear middle-sized.

Monochromatic: Any color with its tints, tones and shades.

Negative Space: The space surrounding a shape or form.

Neutral: Happens when you mix the three primary colors together. (Neutral Gray or Brown) Neutrals may vary due to the amounts of each primary color mixed together.

Non-sedentary shapes: Shapes that have the appearance of motion or movement.

Organic shapes: shapes that are curved or free flowing and are associated with nature, such as plants and animals.

Positive Space: The space contained in a shape or form.

Primary Colors: Red, Blue and Yellow. You cannot mix any other colors to get these pure pigments.

Scumbling: A controlled scribble used to create a variety of values for shading

Secondary Colors: Green, Violet and Orange. -created by mixing equal amounts of any two primary colors together.

Green: Blue and Yellow

Violet: Blue and Red

Orange: Red and Yellow

Sedentary shapes: Shapes that have no appearance of movement.

Shade: Color with black added.

Silhouette: An outline of an object which is absent of detail in the interior. The interior of the object is usually filled in with black.

Stippling: Using dots to create a variety of values for shading. Note: The closer the dots are to each other, the darker the values.

Tonal: The use of layering pigment to create variety of values for shading.

Tone: Color with gray added.

Tint: Color with white added.

Value: The lightness or darkness of a color.

Warm Colors: Red, Yellow and Orange. These colors give a feeling of anger, anxiety and tension.

Art Lesson Plan Resource Books

These books were purchased and placed in each elementary school's library. They are intended to be used as resources for creating art lesson plans based on the district curriculum.

1. **“Storybook Art: Hands-On Art for Children in the Styles of 100 Great Picture Book Illustrators”**
by MaryAnn F. Kohl and Jean Potter
2. **“Artworks for Kids”** by Evan-Moor Educational Publishers
3. **“Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters”**
by MaryAnn F. Kohl and Kim Solga
4. **“How to Teach Art to Children, Grades 1-6”** by Joy Evans & Tanya Skelton
5. **“The Usborne Complete Book of Art Ideas (Usborne Art Ideas)”** by Fiona Watt et al