

## Curriculum Map for Visual Arts

2011-2012

Teacher: Karen Herrmann

**Note:** Students spend 2 six-week sessions in Visual Arts throughout the year. During those weeks, the lower school grades attend art classes three times per week for 40-minute classes, while upper school grades come to the art room for two 50-minute sessions per week. The block scheduling is as follows: **White Cycle**---Grades 6, 3, and Kindergarten; **Navy Cycle**---Grades 7, 4, and 1; **Red Cycle**---Grades 8, 5, and 2.

The table below describes in general terms the content covered in each grade. What *isn't* described here are the specific projects spring-boarding from the content---and for good reason. Most projects span 3-4 classes, from "blueprint" to final product stage. Video, picture storybooks, prints, and class-friendly artist biographies supplement instruction, but the bulk of time is dedicated to hands-on art work. Though we follow the diocesan art curriculum in respect to basic skills, a wide range of sources are used for project inspiration, including instruction books, trade periodicals, the internet (sites like *Artsonia*), local community art offerings from The Frist, Cheekwood, etc., and happenstance. (I've been known to wander the halls of other schools when visiting for basketball games and jotting down ideas that I see and like!) One of the most successful recent projects completed was a look at Cajun artist George Rodrigue's *Blue Dog* series, an idea garnered from a trip to New Orleans.

In class we use a variety of medium when creating projects---oil pastels, paints, markers, colored pencils, watercolors, crayons, chalk pastels, charcoal pencils, and more. We look at master work and often delve into the unusual personalities of artists. Students are graded according to four areas: effort, participation, conduct, and, most importantly, completeness, which refers to a student's ability to follow through with a project to its final stage in a timely manner. Parents and other visitors will often see the fruits of *art* labor in our Eagle art displays which line the upper and lower level hallways through the year.

### Lower School

Grade	Content
Kindergarten	<ul style="list-style-type: none"> <li>• What is Art?</li> <li>• Line---curved, straight, wavy, zig-zag, horizontal, vertical</li> <li>• Shapes---circle, square, rectangle, triangle, oval</li> <li>• Color---primary/secondary</li> <li>• Textures</li> <li>• Patterns</li> <li>• Wax Resists</li> <li>• Art Tells Stories</li> <li>• Self portrait</li> <li>• Abstract vs. Realism</li> <li>• Clay Play</li> <li>• Process: Fingerpaint</li> <li>• Watercolor</li> <li>• Art in Literature (Picture Storybooks)</li> </ul>
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• What is Art (review)</li> <li>• Lines Make Shapes</li> <li>• Color Wheel</li> <li>• Warm vs. Cool Colors</li> <li>• Balance: Symmetry in Nature and Art</li> <li>• City Scapes</li> <li>• Multi-media Collage</li> <li>• Self portraits</li> <li>• Abstract vs. Realism</li> </ul>

	<ul style="list-style-type: none"> <li>• Impressionism</li> <li>• Clay Play---distinguishing paintings from sculpture</li> <li>• Watercolor</li> <li>• Art in Literature (Picture Storybooks)</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Art All Around Us (Art in Culture)</li> <li>• Lines Show Movement</li> <li>• Geometric Shapes vs. Free-Form Shapes</li> <li>• Colors---light and dark (values, tints, and shades)</li> <li>• Patterns, Rhythm, and Movement</li> <li>• Landscapes---horizon line</li> <li>• Wax resists</li> <li>• Multi-media Collage</li> <li>• Self portraits</li> <li>• Abstract vs. Realism</li> <li>• Impressionism</li> <li>• Clay Play</li> <li>• Water Color</li> <li>• Themes in Art</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Lines, colors, shapes, textures, patterns, movement that can be seen in artwork</li> <li>• Lines express feeling</li> <li>• Color and Mood</li> <li>• Portraits---self and family (overlapping)</li> <li>• Landscapes---horizon line, depth, and overlapping</li> <li>• Abstract design---interpreting meanings and feelings in artwork</li> <li>• Watercolor</li> <li>• Multi-media Collage</li> <li>• Clay Play</li> <li>• Saint Crowns---shapes and symbols</li> <li>• Community Art---bringing pieces together to make a whole</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Draws from memory, observation, and imagination</li> <li>• Color schemes: complementary colors</li> <li>• Lines and overlapping shapes</li> <li>• Chooses colors, lines, textures, and shapes that look best for a work of art</li> <li>• Color, Mood, and Value</li> <li>• Overlapping shapes</li> <li>• Proportion in Portraits</li> <li>• Figures in motion</li> <li>• Abstract Expressionism</li> <li>• Surrealism</li> <li>• Pop Art</li> <li>• Learning to describe, analyze, interpret, and judge art</li> </ul>

5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Positive and negative space</li> <li>• Depth and Perspective</li> <li>• Art styles---abstract, realism, impressionism, pop art</li> <li>• Chooses colors, lines, textures, and shapes that look best for a work of art</li> <li>• Learning to describe, analyze, interpret, and judge art</li> <li>• Unexpected colors</li> <li>• Watercolor/paint</li> <li>• Multi-media Collage</li> <li>• Self-portraits---proportion</li> <li>• Mimic a Masterpiece---new every year</li> <li>• 3-D project</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Elements of design and principles of art</li> <li>• Still Life---draws from observation with correct perspective</li> <li>• Art styles</li> <li>• Chooses colors, lines, textures, and shapes that look best for a work of art</li> <li>• Develops an awareness of how societies express values and beliefs through visual forms</li> <li>• Watercolor/paint</li> <li>• Self-portraits---All About Me</li> <li>• Mimic a Masterpiece---new every year</li> <li>• Multi-media Collage</li> </ul>
7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Art styles---add folk art</li> <li>• Choose colors, lines, textures, and shapes that look best for a work of art</li> <li>• Mounts finished art and labels it</li> <li>• Elements of design and principles of art</li> <li>• Watercolor/paint</li> <li>• Mimic a Masterpiece---new every year</li> <li>• Multi-media Project(s)</li> </ul>
8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Art styles---American influence</li> <li>• Chooses colors, lines, textures, and shapes that look best for a project</li> <li>• Elements of design and principles of art</li> <li>• Mounts finished art and labels it</li> <li>• Watercolor/paint</li> <li>• Mimic a Masterpiece---new every year</li> <li>• Multi-media Project(s)</li> <li>• Chooses class work that is most preferred</li> </ul>

# Curriculum Map for Visual Arts

2010-2011

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## Upper School

5 <sup>th</sup>	<ul style="list-style-type: none"><li>• Positive and negative space</li><li>• Depth and Perspective</li><li>• Art styles---abstract, realism, impressionism, pop art</li><li>• Chooses colors, lines, textures, and shapes that look best for a work of art</li><li>• Learning to describe, analyze, interpret, and judge art</li><li>• Unexpected colors</li><li>• Watercolor/paint</li><li>• Multi-media Collage</li><li>• Self-portraits---proportion</li><li>• Mimic a Masterpiece---new every year</li><li>• 3-D project</li></ul>
6 <sup>th</sup>	<ul style="list-style-type: none"><li>• Elements of design and principles of art</li><li>• Still Life---draws from observation with correct perspective</li><li>• Art styles</li><li>• Chooses colors, lines, textures, and shapes that look best for a work of art</li><li>• Develops an awareness of how societies express values and beliefs through visual forms</li><li>• Watercolor/paint</li></ul>

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