

## Kindergarten

- Line Direction: vertical, horizontal and diagonal
- Line Type: straight, wavy, zigzag
- Lines suggest movement
- Geometric Shapes
- Identify and use the Color Wheel
- Identify Primary Colors
- Mix Secondary Colors
- Texture: Real and Visual
- Space: use entire page
- Space: use overlapping

### Essential Questions:

**Responding:** Where do you see art/images in the world around you?

**Creating:** What is art? Can all people be artists?

**Presenting:** Why and how do we save and share artwork?

**Connecting:** How does art affect you?

## 1<sup>st</sup> Grade

- Line Direction: vertical, horizontal and diagonal
- Line Type: straight, wavy, zigzag
- Lines suggest movement
- Geometric Shapes
- Recognize Form is a 3D Shape
- Create simple form in sculpture
- Identify and use the Color Wheel
- Identify Primary and Secondary Colors
- Mix Secondary Colors
- Identify and use warm, cool and neutral
- Texture: Real and Visual
- Space: Use entire page
- Identify and use parts of a landscape: horizon line, foreground and background
- Space: use overlapping
- Pattern: AB repeating

### Essential Questions:

**Responding:** Where and how do we encounter images/art in the world? How can the viewer “read” a work of art?

**Creating:** How do artists work? (Safety, creativity, materials, craftsmanship, trial and error)

**Presenting:** What is a portfolio? Collection?

**Connecting:** How does art affect people?

## 2<sup>nd</sup> Grade

- Line: pattern, texture and evaluate movement
- Identify shapes that make an object
- Form is a 3D shape
- Create simple form in sculpture
- Identify and use a color wheel
- Explain and identify Primary and Secondary Colors
- Mix Secondary Colors
- Identify and use warm, cool and neutrals
- Create Tints and Shades, identify Monochromatic
- Texture: identify and use Real and Visual
- Create artwork bleeding off the page
- Identify and use parts of a landscape: horizon line, foreground and background
- Identify and use overlapping
- Identify Symmetrical Balance
- Pattern: AB repeating

### Essential Questions:

**Responding:** How do life experiences influence the way you relate to art?

**Creating:** How do artists create works of art that effectively communicate?

**Presenting:** How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?

**Connecting:** How does art help us understand people's lives and their communities?

## 3<sup>rd</sup> Grade

- Line: Contour, Movement and ideas
- Shapes: Geometric, Natural/Organic to make objects
- Recognize 3D Forms: Cylinder, Cone, Cube and Sphere
- Simple Form in sculpture
- Use Shadows to create illusion of form in 2D work
- Identify and use Complimentary Colors to create a Neutral
- Contrast: Apply in art (light/dark, warm/cool, pattern/plain, textured/smooth, bright/dull, large/small, and organic/geo).
- Texture: Identify and use in art
- Balance: Symmetrical and Asymmetrical
- Space: Positive and Negative
- Pattern: Identify and use Complex Pattern

### Essential Questions:

**Responding:** How does knowing and using visual arts experiences/vocabularies help us understand and interpret works of art?

**Creating:** What inspires people to make art? What factors prevent/encourage creativity?

**Presenting:** What is an art museum? How does technology influence art presentation and preservation?

**Connecting:** How does art attune people to their surroundings?

## 4<sup>th</sup> Grade

- Line: Gesture Drawing and Movement
- Shape: Observe and create shapes using size and proportion (still life, portrait)
- Use shadows to create the illusion of form
- Create Relief using Sculpture
- Color Schemes: Analogous, Complimentary and Monochromatic
- Create Texture in art
- Balance: Symmetrical and Asymmetrical
- Space: Positive and Negative
- Unity: Use Repeated Elements in art
- Recognize and Create relationships between Pattern and Rhythm
- Identify repeated Elements in Art

### Essential Questions:

**Responding:** How do artworks convey meanings?

How does art help us understand how people lived in different times, places and cultures?

**Creating:** How does an artist determine whether their art is effective? How do they take the initiative to improve their work?

**Presenting:** What methods and processes are considered when preparing artwork for presentation or preservation?

**Connecting:** How are people documenting their lives and communities through art making?

## 5<sup>th</sup> Grade

- Use a Color Scheme to communicate in art
- Shapes: Variety in Proportion
- Texture: Identify and Use in art
- Space: Linear Perspective
- Movement: Elements lead eye through artwork
- Emphasis: Artists create a focal point in their work
- Depict Illusion of Form in 2D work
- Rhythm: use repeated elements in art
- Create Unity in art

### Essential Questions:

**Responding:** How does one determine criteria to evaluate a work of art? How and why might criteria vary?

**Creating:** Why do artists follow or break from established traditions? What responsibilities come with the freedom to create?

**Presenting:** What methods and processes are considered when preparing artwork for presentation or preservation?

**Connecting:** Why do people learn about art in schools & the community?

How do people use art knowledge in their jobs and careers? In their daily lives?