

# Art 2014

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**Stanton Community Schools**



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### *Administrators*

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## **District Mission Statement**

The Stanton Community Schools exist to create, foster and provide a positive learning environment in which all students can become responsible and productive citizens of the United States of America through academic, physical, social, vocational and emotional growth.

## **Goals**

The students will:

1. Participate in a 21st century learning pedagogy by
  - a. Meeting or exceeding learning standards in the core curricular areas of Language Arts, Mathematics, Science and Social Science.
  - b. Acquiring lifelong learning skills such as self-direction, adaptability, and higher-order thinking/problem solving. Also included in these learning skills are researching information & reporting results, developing inter-personal & cross cultural relationships, and utilizing the student's curiosity & creativity.
  - c. Utilizing learning technologies to explore & investigate concepts; access, manage, analyze, & synthesize information; and communicate & produce quality products.
2. Be prepared to compete in a global society following graduation.
3. Develop respect and a positive attitude for themselves and others.
4. Assume civic responsibility as a member of a family, community, nation, and world.
5. Appreciate the arts.
6. Be provided with vocational and technological skills.
7. Have the knowledge and skills needed to maintain healthy and fit bodies throughout their lives.
8. Be provided an environment that stimulates emotional growth.
9. Develop effective work ethics.

## **Art Mission Statement**

The Stanton art teacher believes that students should be exposed to the arts to gain an appreciation for the fine arts. Through the arts, students will develop cultural awareness and enhance creativity and imagination.

## Art Curriculum Guides

### Kindergarten Art Curriculum

**Purpose Statement:** Students will recognize art and repeat techniques.

**Focus:** Proper Use of tools and materials, Colors, Shapes

**Outcome ART.K.1:** Students will repeat the correct method for using materials.  
(FA2.2.1.a, FA 2.2.1e)

- ART.K.1.1 Cut with scissors.
- ART.K.1.2 Draw with pencil.
- ART.K.1.3 Use of glue.
- ART.K.1.4 Draw and color with crayons.
- ART.K.1.5 Grasp paintbrush properly.

**Outcome ART.K.2:** Students will identify colors. (FA2.2.1.d)

- ART.K.2.1 Locate correct colors.
- ART.K.2.2 Repeat color selection by teacher.

**Outcome ART.K.3:** Students will identify shapes. (FA2.2.1.d)

- ART.K.3.1 Name and/or point to a circle.
- ART.K.3.2 Name and/or point to a triangle.
- ART.K.3.3 Name and/or point to a square.
- ART.K.3.4 Name and/or point to a rectangle.

**Outcome ART.K.4:** Students will identify pattern. (FA2.2.1d)

- ART.K.4.1 Name and/or point to repeated shapes.
- ART.K.4.2 Name and/or point to repeated color.

## **First Grade Art Curriculum**

**Purpose Statement:** Students will be introduced to beginning elements of art.

**Focus:** Color, Line, Shape, Pattern, Texture

**Outcome ART.1.1:** Students will group colors. (FA2.2.1.d, FA2.2.1.f)

ART.1.1.1 Recognize primary colors.

ART.1.1.2 Recall primary colors.

**Outcome ART.1.2:** Students will study beginning elements of art. (FA2.2.1.d, FA2.2.2.a, FA2.2.2.b, FA2.2.1.f)

ART.1.2.1 Identify line in everyday life.

ART.1.2.2 Recognize the differences in line.

ART.1.2.3 Recognize the differences in shapes.

ART.1.2.4 Recognize and create pattern.

ART.1.2.5 Compare geometric and organic shapes.

ART.1.2.6 Repeat step-by-step lines and shapes to make drawing.

ART.1.2.7 Recognize and create texture.

**Outcome ART.1.3:** Students will display artwork. (FA2.2.3.b, FA2.2.3.a, FA2.2.3.c, FA2.2.4.c)

ART.1.2.1 Display artwork

ART.1.2.2 Tell about artwork

## Second Grade Art Curriculum

**Purpose Statement:** Students will use beginning elements of art.

**Focus:** Color, Figures, Portrait, Still Life

**Outcome ART.2.1:** Students will group colors. (FA2.2.1.d)

- ART.2.1.1 Review primary colors.
- ART.2.1.2 Recognize secondary colors.
- ART.2.1.3 Recall secondary colors.
- ART.2.1.4 Recognize warm colors
- ART.2.1.5 Recognize cool colors

**Outcome ART.2.2:** Students will illustrate a figure. (FA2.2.4.d, FA2.2.2.a, FA2.2.2.c, FA2.2.4.a, FA2.2.1.f, FA2.2.1.b, FA2.2.1.c, FA2.2.2.d)

- ART.2.2.1 Define and identify a figure.
- ART.2.2.2 Recognize a figures relationship to motion.
- ART.2.2.3 Create a figure.

**Outcome ART.2.3:** Students will illustrate a portrait. (FA2.2.4.d, FA2.2.2.a, FA2.2.2.c, FA2.2.4.a, FA2.2.1.f, FA2.2.1.b, FA2.2.1.c, FA2.2.2.d)

- ART.2.3.1 Define and identify a portrait.
- ART.2.3.2 Recognize similarity and differences in portraits.
- ART.2.3.3 Create a portrait.

**Outcome ART.2.4:** Students will illustrate a still life. (FA2.2.2.b, FA2.2.1.c, FA2.2.4.b)

- ART.2.4.1 Define and identify still life.
- ART.2.4.2 Recognize spatial relationships between objects.
- ART.2.4.3 Create a still life.

## **Third Grade Art Curriculum**

**Purpose Statement:** Students will connect elements to art history.

**Focus:** Elements, Art History

**Outcome ART.3.1:** Students will create projects by considering color groupings.  
(FA5.2.1.a, FA5.2.1.c, FA5.2.2.c, FA5.2.2.a, FA5.2.1.e, FA5.2.1.f)

ART.3.1.1 Review primary and secondary colors.

ART.3.1.2 Identify warm and cool colors.

ART.3.1.3 Recognize that colors express feelings.

**Outcome ART.3.2:** Students will describe elements of art. (FA5.1.2.d, FA5.2.2.b, FA5.2.3.a)

ART.3.2.1 Recognize value.

ART.3.2.2 Create value.

ART.3.2.3 Recognize space and placement relationships.

ART.3.2.3 Create space in artwork.

**Outcome ART.3.3:** Students will consider art history. (FA5.2.2.d, FA5.2.3.b, FA5.2.3.c, FA5.2.4.a, FA5.2.4.b, FA5.2.4.c, FA5.2.4.d)

ART.3.3.1 View historical art.

ART.3.3.2 Discuss art history.

ART.3.3.3 Create project using artists as inspiration.

## **Fourth Grade Art Curriculum**

**Purpose Statement:** Students will explore artists' use of elements as found in art history.

**Focus:** Elements, Art History

**Outcome ART.4.1:** Students will create projects by considering color groupings. (FA5.2.1.a, FA5.2.1.b, FA5.2.1.d, FA5.2.1.e)

ART.4.1.1 Review warm and cool colors.

ART.4.1.2 Comprehend color relations with the use of a color wheel.

ART.4.1.3 Examine complementary colors.

**Outcome ART.4.2:** Students will describe elements of art. (FA5.2.1.d)

ART.4.2.1 Recognize perspective in everyday life.

ART.4.2.2 Compare and contrast images near and far.

**Outcome ART.4.3:** Students will assess art history. (FA5.2.4.d, FA5.2.4.b, FA5.2.4.a)

ART.4.3.1 Explain historical art.

ART.4.3.2 Communicate art history with classmates.

ART.4.3.3 Design project using artists as inspiration.

## **Fifth Grade Art Curriculum**

**Purpose Statement:** Students will correlate elements and art history.

**Focus:** Elements, Art History

**Outcome ART.5.1:** Students will use the elements of art. (FA5.2.1.a, FA5.2.1.b, FA5.2.1.d, FA5.2.1.f, FA5.2.2.a, FA5.2.2.b)

- ART.5.1.1 Distinguish between shape and form.
- ART.5.1.2 Explain the difference between tint and shade.
- ART.5.1.3 Apply value to show form.
- ART.5.1.4 Practice value to create form.
- ART.5.1.5 Practice tint and shade in a project.

**Outcome ART.5.2:** Students will analyze art history. (FA5.2.4.d, FA5.2.3.c, FA5.2.4.b, FA5.2.4.a)

- ART.5.2.1 View historical art.
- ART.5.2.2 Compare and contrast artworks.

**Outcome ART.5.3:** Students will integrate a writing component. (FA5.2.3.b, FA5.2.4.d, FA5.2.4.c)

- ART.5.3.1 Students will compose a paragraph describing artwork.
- ART.5.3.2 Students will exhibit art.

## **Sixth Grade Art Curriculum**

**Purpose Statement:** Students will critique the practice of elements and art history.

**Focus:** Elements of Art, Art History

**Outcome ART.6.1:** Students will demonstrate acquired knowledge of the elements of art. (FA8.2.1.a, FA8.2.1.c, FA8.2.1.d, FA8.2.1.e, FA8.2.1.f)

ART.6.1.1 Review difference between shape and form.

ART.6.1.2 Associate texture and its use.

ART.6.1.3 Differentiate real and implied texture.

ART.6.1.4 Construct drawing using value.

ART.6.1.5 Construct space, perspective relationships.

**Outcome ART.6.2:** Students will evaluate art history. (FA8.2.4.b, FA8.2.4.c, FA8.2.4.d, FA8.2.3.b, FA8.2.3.c, FA8.2.2.c, FA8.2.2.b, FA8.2.2.c, FA8.2.2.d)

ART.6.2.1 Critique art history.

ART.6.2.2 Compare and contrast artworks.

ART.6.2.3 Plan and create a project based on art history.

## **Seventh Grade Art Curriculum**

**Purpose Statement:** Students will show basic understanding of two-dimensional art and three-dimensional art.

**Focus:** Elements and Principles of Design, Art History

**Outcome ART.7.1:** Students will identify the elements of design that make art.  
(FA8.2.1.a, FA8.2.1.b, FA8.2.1.c, FA8.2.1.d, FA8.2.1.e, FA8.2.1.f)

ART.7.1.1 List and demonstrate the elements of design.

ART.7.1.2 Create two dimensional projects using line, shape, form, space, Texture, color and value.

ART.7.1.3 Use linear perspective to create depth.

**Outcome ART.7.2:** Students will identify the principles of design that make art.  
(FA8.2.1.a, FA8.2.1.b, FA8.2.1.c, FA8.2.1.d, FA8.2.1.e, FA8.2.1.f)

ART.7.2.1 List and demonstrate the principles of design.

ART.7.2.2 Create three dimensional projects using balance, emphasis, contrast, pattern and unity.

ART.7.2.3 Create three dimensional art using ceramic clay.

**Outcome ART.7.3:** Students will examine historical and cultural aspects of art.  
(FA8.2.4.a, FA8.2.4.c, FA8.2.4.b, FA8.2.3.a, FA8.2.2.c, FA8.2.2.d)

ART.7.3.1 Identify the role of an artist.

ART.7.3.2 Explore the purpose of an artist statement

ART.7.3.3 Plan and create projects based on art history

## **High School Art One Curriculum**

**Purpose Statement:** Students will gain an understanding of the basic elements and principles of design using different materials.

**Focus:** Elements of Design, Art History

**Outcome HSART.1.1:** Students will associate line as the main Element of Drawing. (FA12.2.2.b, FA12.2.1.f, FA12.2.1.e, FA12.2.1.d)

HSART.1.1.1 Examine the use of line as a contour drawing.

HSART.1.1.2 Construct a contour line drawing.

HSART.1.1.3 Illustrate the use of line in a gestural drawing.

HSART.1.1.4 Illustrate the illusion of depth through the use of perspective.

**Outcome HSART.1.2:** Students will demonstrate the use of color as an Element of Design. (FA12.2.2.b, FA12.2.1.d, FA12.2.1.e, FA12.2.1.f)

HSART.1.2.1 Identify color relations through the use of color theory.

HSART.1.2.2 Model color theory in paint media.

HSART.1.2.3 Model color theory in pastel media.

HSART.1.2.4 Model color theory in colored pencil media.

**Outcome HSART.1.3:** Students will create two- dimensional works of art using direct observation and imagination. (FA12.2.1.a, FA12.2.1.b, FA12.2.1.d, FA12.2.1.e, FA12.2.1.f)

HSART.1.3.1 Recognize the difference in positive and negative space.

HSART.1.3.2 Illustrate a still life.

HSART.1.3.3 Apply value showing form.

**Outcome HSART.1.4:** Students will comprehend three-dimensional works of art. (FA12.2.1.a, FA12.2.1.b, FA12.2.1.d, FA12.2.1.e, FA12.2.1.f)

HSART.1.4.1 Assemble sculpture with commonly used items.

HSART.1.4.2 Build pottery with pinch, coil, or slab techniques.

**Outcome HSART.1.5:** Students will show an appreciation of art history. (FA12.2.2.a, FA12.2.2.c, FA12.2.2.d, FA12.2.3.c, FA12.2.4.b, FA12.2.4.c, FA12.2.4.d)

HSART.1.5.1 Identify the process of art history.

HSART.1.5.2 Describe general characteristics in artworks from a variety of cultures.

HSART.1.5.3 Distinguish among pictures of historical reproductions.

## **High School Art Two Curriculum**

**Purpose Statement:** Students will apply the basic elements and principles to their artwork.

**Focus:** Elements and Principles of Design, Critique, Art History

**Outcome HSART.2.1:** Students will demonstrate the use of line as an Element of Design. (FA12.2.2.b, FA12.2.2.f, FA12.2.1.e, FA12.2.1.d, FA12.2.1.a)

HSART.2.1.1 Identify line from a photograph.

HSART.2.1.2 Create a drawing using two- and three-point perspective.

**Outcome HSART.2.2:** Students will acquire knowledge related to color concepts. (FA12.2.2.b, FA12.2.1.d, FA12.2.1.e, FA12.2.1.f)

HSART.2.2.1 Review color theory.

HSART.2.2.2 Construct artwork through the use of a color scheme.

**Outcome HSART.2.3:** Students will associate art work of people as portraits. (FA12.2.2.a, FA12.2.1.a, FA12.2.1.d, FA12.2.1.e, FA12.2.1.f)

HSART.2.3.1 Recognize the guidelines for measuring the face.

HSART.2.3.2 Apply the guidelines in a self-portrait.

**Outcome HSART.2.4:** Students will compose three-dimensional works of art. (FA12.2.2.a, FA12.2.1.a, FA12.2.1.d, FA12.2.1.e, FA12.2.1.f)

HSART.2.4.1 Develop and understanding of potter's wheel techniques.

HSART.2.4.2 Create a simple structure on potter's wheel.

HSART.2.4.3 Sculpt a form out of clay.

**Outcome HSART.2.5:** Students will communicate an appreciation for art history and critique. (FA12.2.2.a, FA12.2.2.c, FA12.2.2.d, FA12.2.3.c, FA12.2.4.b, FA12.2.4.c, FA12.2.4.d)

HSART.2.5.1 Compare and contrast student artwork through critiques.

HSART.2.5.2 Elaborate artworks through the introduction of critiques.

## **High School Art Three Curriculum**

**Purpose Statement:** Students will integrate elements and principles of design with self expression.

**Focus:** Elements and Principles of Design, Critique, Art History

**Outcome HSART.3.1:** Students will incorporate line into daily work. (FA12.2.2.b, FA12.2.2.f, FA12.2.1.e, FA12.2.1.d, FA12.2.1.a)

HSART.3.1.1 Draw line from everyday life.

HSART.3.1.2 Alter the rules for three-point perspective in a drawing.

**Outcome HSART.3.2:** Students will identify color harmonies. (FA12.2.2.b, FA12.2.1.d, FA12.2.1.e, FA12.2.1.f)

HSART.3.2.1 Analyze color theory.

HSART.3.2.2 Create own color scheme for a painting.

**Outcome HSART.3.3:** Students will design three-dimensional works of art. (FA12.2.2.a, FA12.2.1.a, FA12.2.2.d, FA12.2.1.e, FA12.2.1.f)

HSART.3.3.1 Build sculpture with advanced techniques.

HSART.3.3.2 Model techniques on the potter's wheel.

**Outcome HSART.3.4:** Students will analyze self-improvement through art history and critique. (FA12.2.2.a, fa12.2.2.c, fa12.2.2.d, FA12.2.3.c, FA12.2.4.b, FA12.2.4.c, Fa12.2.4.d, FA12.2.4.a)

HSART.3.4.1 Consider self expression and meaning to their own artwork.

HSART.3.4.2 Research master artists.

HSART.3.4.3 Evaluate student artwork through critiques.

## **High School Art Four Curriculum**

**Purpose Statement:** Students will produce artworks through directed study.

**Focus:** Research, Plan, Create

**Outcome HSART.4.1:** Students will review techniques. (FA12.2.2.a, FA12.2.1.a, FA12.2.2.d, FA12.2.1.e, FA12.2.1.f)

HSART.4.1.1 Demonstrate an understanding of previously learned skills.

HSART.4.1.2 Evaluate prior artwork with teacher.

**Outcome HSART.4.2:** Students will develop detailed plans. (FA12.2.2.b, FA12.2.2.c, FA12.2.2.d, FA12.2.3.a, FA12.2.3.c, FA12.2.4.c)

HSART.4.2.1 Formulate detailed sketches.

HSART.4.2.2 Incorporate use of research.

HSART.4.2.3 Summarize plans.

**Outcome HSART.4.3:** Students will create original works of art. (FA12.2.1.b, FA12.2.1.c, FA12.2.1.e, FA12.2.4.b, FA12.2.4.c, FA12.2.4.c, FA12.2.3.b, FA12.2.3.a)

HSART.4.3.1 Compile supplies necessary to complete projects.

HSART.4.3.2 Create quarterly works of art.

HSART.4.3.3 Create a portfolio.