# Kittatinny Regional Consortium

# PreK-8 Visual Arts Curriculum

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# Visual Arts Curriculum

# Introduction

The Art Curriculum outline was developed by the art teachers from each of the respective districts in the Kittatinny Region, and was written with the assistance of the curriculum consultant working with the five districts.

The intent of this document was not to develop an entire curriculum, but to prepare an outline that would insure a commonality of experience and expectations for those students attending the four elementary districts as well as coordinating those experiences with the 7th and 8th grade program. The philosophy statement describes the program in terms of belief and purpose. The "Common Areas of Study" describe the basic elements of instruction for each of the programs at the various districts. The "Art Standards and Outcomes" delineates the basic expectations of student performance. The assessment component, where applicable, will be included at the various grade levels, through the use of work sheets, class discussion, student presentation, etc. This outline was developed with the use of two important documents.

New Jersey Core Content State Standards in the Visual and Performing Arts, New Jersey State Department of Education: Trenton, NJ, 2009.

The National Visual Arts Standards, National Art Education Association: Reston, VA, 2001.

The Outcomes for this curriculum are consistent with the Core Curriculum Content standards to promote continuity and consistency among the students entering Kittatinny Regional High School in grade seven.

The following people worked on revising this document:

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## Philosophy

The professional staff members of the Kittatinny Region believe that students need and deserve a well-rounded school curriculum that includes an in-depth exposure to the visual arts. In order for students to experience the visual arts to the degree needed, a commitment on the part of the districts is required. Art education must be viewed as an essential discipline and not as an extra, add-on, or addition to the school program. Art instruction should receive the needed time and resources to insure that every student's school experience is broad in scope and rich in substance.

Art education serves many purposes in the school curriculum. Art helps students understand and define beauty, realize their individual potential, develop and foster their personal creativity, foster their problem solving skills, and improve their ability to communicate. Art education also offers opportunities for students to apply higher order thinking skills, gain a better understanding of other curriculum areas, develop cooperation skills, and learn to tolerate differences.

We believe that the art program in the pre-kindergarten through eighth grades should be organized and presented in a way that stimulates the creative response, which provides opportunity for students to explore their own artistic interpretations, develops the special talents of all students, and focuses the talents of the exceptional student. We believe that students should experience an art program that provides a background in a wide variety of media and technique, utilizing the principles of design and the elements of art. We further believe that students who demonstrate exceptional ability in art should be given additional opportunities to pursue art experiences beyond the basic curriculum.

The art program should also expose students to the works of others (fellow students, local artists and artists of historic reputation) and their specific use of various art forms. Art teachers will present completed works of art in exhibition areas outside of the classroom.

The art program in grades pre-kindergarten through eight should place its emphasis on process rather than product.  It is thought that it is better for students to gain an understanding of the varied processes by experiencing many forms of artistic media and technique than to place an over emphasis on the product. A focus on product can come later for those students who are so motivated and have the talent. The elementary program should be designed to provide art experiences and opportunities to allow students to discover likes and talents.

We further believe that art education should be integrated with other subject areas and disciplines when such integration makes sense and will assist in greater understanding of concepts from one or more curriculum areas.

In order to provide the students in the Kittatinny Region with an art program that provides every student with a well-rounded art experience, it is suggested that all the districts in the Kittatinny Region provide students with a program of common study. This document outlines the common areas of study and experience in which every Pre-K-8 student should participate.

## Common Areas of Study

Students in the Kittatinny Region should become familiar with the elements of art and principles of design as well as a wide range of media and techniques. In addition, they should develop a sense of aesthetics as well as a perception of art from an historical viewpoint.

Teachers may provide a program of study that covers all the areas above (elements and principles, media and technique, aesthetics and art history) with rather wide latitude in terms of what and how they teach. Based on the nature of art as a form of creative expression, it would be antithetical to suggest that all art teachers in each district teach the same thing in the same way. However, it is important that all students within the same region have a similar background in art.

The "art committee" identified some key areas in art with which all students, regardless of district, should experience.

Every student should be familiar with and have had experiences with these elements of art and principles of design.

## Integrating the Art Curriculum

Educators in all branches of education have recommended that efforts be made to make connections between the various elements of the curriculum through curriculum integration. There is certainly opportunity for the integration of the art curriculum with other curriculum areas and art teachers and classroom teachers need to work together to insure that such opportunities are maximized.

As stated in the standards, students will be expected to provide reactions and criticism of their own art and the work of others both orally and in writing.

The art program should be integrated with the music and the drama program, when applicable, in terms of productions (through the creation of props and decorations) or studies of particular time periods or events that reflect a particular art movement, period, or style.

It has long been said that art imitates life. So much of history, literature, science, and math, is told and/or understood through art. Art has a natural place in the social studies and science program and when possible the social studies and science program and the art program should be integrated to support the curriculum of each.

Students should see the relationship between art and the world of work in terms of mass communication, graphic arts, and technology. They should have experiences throughout the K-8 program that teach, relate, and integrate art with technology and vocations. Art classes should include experiences in which students apply the elements of art and principles of design along with a variety of media and technique to the study of mass communications.

Art classes should, when possible, make use of technology for a variety of reasons:

a) The technology available through numerous software programs is a media in itself.
b) The application of technology to creative visual production is a technique that has come into its own during the twenty first century.
c) Graphic Arts has become a technology-driven discipline.
d) The art associated with communication is greatly enhanced by technology.

Administrators and teaching personnel need to explore ways in which communication between art teachers and teachers in other disciplines and school districts can be increased and enhanced.

## **Curriculum Topics**

I. ELEMENTS OF ART [NJCCSS 1.1 – THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ARTS.]

These are the elements of art with which all students should have experience as well as understanding:

    a) line
    b) shape
    c) color
    d) value
    e) texture
    f) space
    g) form

PRINCIPLES OF DESIGN

These are the principles of design with which all students should have experience as well as understanding:

    a) balance
    b) rhythm/movement
    c) emphasis
    d) contrast
    e) harmony
    f) variety
    g) pattern
    h) unity
    i) proportion

II. ART HISTORY [NJCCSS 1.2: ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.]

Throughout the ages of recorded time and before, human beings have endeavored to express themselves artistically. The elementary art program should provide students with a background in art appreciation. Students should be exposed to art in terms of:

a) Its history, including exposure to a representative number of the great works from the great artists and the various art movements or periods.

b) Art as it is applied to our every day lives in terms of architecture, fashion, and furnishings.

c) Persuasion, influence, emotion, propaganda, advertisement, and mass appeal.

Every student should have an exposure to art from a variety of cultures and a variety of time periods.

Students should be provided with experiences and examples of the styles and movements of Western and non-Western cultures which may include:

a) Prehistoric

b) Egypt

c) Greek

d) Roman/Etruscan

e) Asian/Pacific Islands

f) African

g) The Americas

h) Early Christian/Byzantine

i) Romanesque/Gothic

j) Renaissance

k) Realism

l) Baroque

m) Rococo

n) Neo-classicism

o) Romanticism

p) Impressionism

q) Modern Art

III. MEDIA [NJCCSS 1.3: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND
TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND OR PRESENTING WORKS OF ART IN DANCE,
MUSIC, THEATRE, AND VISUAL ART.]

There is a great variety of art media with which children can work and create. The list provided is not
intended to be limiting.  It is merely a listing of the common media all students should have experience
using, if possible.

a)  pencil/pen

b)  crayon

c)  pastel/chalk/oil pastel

d)  charcoal

e)  marker

f)  paint (tempera, water color, water soluble oil, acrylic)

g)  clay

h)  textiles

i)  found objects

j)  papers

k)  cardboards

l)  batiks, washes, and dyes

m) technology and electronic media (as available)

TECHNIQUES

As with media, there is a variety of art techniques, and numerous variations of each. Those mentioned
below are techniques to be experienced by all students. The list is not intended to be complete or
limiting in any way.

a)  sculpture

b)  drawing

c)  painting

d)  print making

e)  weaving

f)  collage'

g)  mixed media

h)  collaborative art work

ART SAFETY

At all levels, pre-kindergarten through grade eight, students should be provided with instruction in
terms of safety. Students should be instructed in terms of the safe use of the equipment and materials
they will be using. Students as well as teachers should be aware of Right to Know labels placed on art
consumables.  The focus on safety is considered important and needs to be stressed.

IV. AESTHETICS/ CRITIQUE [NJCCSS 1.4: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART]

Every student should have an appreciation of art and creative expression. Each student should be able to make general and personal judgments about the value or significance of a piece of art based on knowledge, understanding and experiences with the elements of art, the principles of design, and a knowledge of art history.

Aesthetic appreciation is developed through experience, through discovering, and through opportunity to react to one's personal production and the work or production of others. Students should not only be provided with the opportunity to react and judge a variety of artistic efforts, but they should be expected to support their judgments based on knowledge and experience, and share their judgments with others.

## Assessment

In order to assess student performance and program effectiveness in an efficient, yet comprehensive manner, the following is suggested:

Students, on all levels, will be assessed through a variety of methods such as:

1) Teacher visual assessment and observation

2) Critiques; oral, written, group discussion

3) Reflection stems; oral or written

4) Rubrics

5) Art work / presentation

6) Tests and quizzes, when applicable

V. ART CAREER AWARENESS [NJCCSS 9.3**:** ALL STUDENTS WILL APPLY KNOWLEDGE ABOUT AND ENGAGE IN THE POCESS OF CAREER AWARENESS, EXPLORATION, AND PREPARATION IN ORDER TO NAVIGATE THE GLOBALLY COMPETATIVE WORK ENVIRONMENT OF THE INFORMATION AGE.]

1) Designers

2) Illustrators

3) Teachers

4) Curators

5) Docents

6) Restoration specialists

7) Photojournalists

8) Animator

9) Fine artists

10) Crafts

11) Art directors

12) Art therapists

# **Glossary**

Abstraction – any art in which the depiction of real objects in nature has been subordinated or entirely discarded, and whose aesthetic content is expressed in a formal pattern or structure of shapes, lines, and colors

Aesthetic – the philosophy or theory of test, or of the perception of the beautiful in nature and art

Armature – in sculpture, a skeleton construction upon which the sculptor builds up his work in plaster, clay, or other plastic substance

Asymmetry – the absence of precise symmetry in a work of art

Background – in the pictorial arts, that part of the composition that appears to be the farthest from the viewer

Balance – equilibrium of elements involved

Color Wheel – a circular arrangement of the hues of the spectrum in the order in which they appear in nature

Complimentary Colors – those colors which are opposite each other on the color wheel

Composition – the relation of parts to one another and to the whole

Contour – the outline of a figure or object

Design – the arrangement of interdependent parts to form a coordinated whole

Dry-Brush Painting – the technique of creating a broken or mottled effect, revealing traces of the paper or under-painting with water paint or ink

Figure Drawing – in the pictorial arts, a representation of the human body

Foreground – in the pictorial arts, the part of the composition that appears to be closest to the viewer

Form – refers to (1) the total organization of all of the parts or, (2) mass or shape

Found Object – an object (often discarded) which was not initially designed to serve as a media for artistic expression

Free Form – shapes that do not follow any set of rules

Horizon Line – imaginary line extending outward, on a plane perpendicular to the ground, from viewers eye level - in perspective drawing, horizontal lines appear to converge on the horizon

Landscape – a drawing, painting, or other depiction of natural scenery

Line – a continuous point extended in any one direction

Mass – bulk, a quantity of matter

Medium – the material used to create a piece of art work

Middle Ground – in the pictorial arts, that part of the composition between the foreground and the background

Monochromatic – one hue in tints and/or shades

Non-Objective – referring to artwork that shows no resemblance to recognized objects as they are ordinarily perceived

Patterns – artistic or mechanical designs

Plane – flat or level surface

Portrait – painting, drawing, sculpture, photograph, or other representation, especially of the face of a real person

Primary Color – one of three chromatic colors from which all other hues, tones, and shades, may theoretically be made, with the assistance of black, and white

Proportion – in any composition, the mathematical relationship of the parts to each other and the whole

Rendering – to reproduce or represent by artistic means; depict

## Glossary (page 2)

Representational – practice or theory of realistic depiction

Rhythm – movement or continuity achieved by recurrence or sequential change

Sculpture – art of creating three dimensional or relief

Secondary Color – any of the three colors that are the result of mixing the three pairs of primary colors

Shades – variations of color mixed with some degree of black

Shape – spatial form; visible make up characteristic of a particular item

Still Life – a painting or drawing of a group of inanimate objects contrived by the artist according to some theme, either symbolic or merely aesthetic

Subject Matter – what the art work is about

Tertiary Color – any hue produced by a mixing of secondary colors

Texture – tactile quality of an object's surface

Tint –variation of a color mixed with some degree of white

Translucent – the ability of a substance to transmit light without allowing clear visibility

Vanishing Point – imaginary point on the horizon at which parallel lines converge

Wash – an application of dilute watercolor to paper.  The term usually refers to a uniform broad area such as the sky

Watercolor – technique of painting with pigments dispersed in a gum arabic solution


Note:  Definitions of additional terms can be found in the NJ Core Curriculum State Standards.