

DIOCESE OF SAVANNAH

Visual Arts Curriculum

Kindergarten – Grade 8

Fall 2021



VISUAL ARTS CURRICULUM

2021

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VISUAL ARTS CURRICULUM

2021

Acknowledgements

The Diocese of Savannah Office of Catholic Schools thanks the members of the 2021 Integrated Arts – Visual Arts Curriculum Revision Committee for their time, dedication and commitment to the process of developing a well-rounded rigorous curriculum steeped in Catholic knowledge and tradition.

Integrated Arts – Visual Arts Committee Members

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Adrienne Berkland	Blessed Sacrament Catholic School, Savannah, GA
Beckie Harwood	Sacred Heart Catholic School, Warner Robins, GA
Jenna Poole	St. Anne-Pacelli Catholic School, Columbus, GA
Tina Blackston	St. James Catholic School, Savannah, GA
Christine Cabral	St. John the Evangelist Catholic School, Valdosta, GA
Brianne Hall	St. Joseph Catholic School, Macon, GA
Stephanie Bussey	St. Mary on the Hill Catholic School, Augusta, GA
Nicole Pickett	St. Francis Xavier Catholic School, Brunswick, GA
Helena Russell	St. Peter the Apostle Catholic School, Savannah, GA
LuAnn Nicholson	St. Teresa's Catholic School, Albany, GA

VISUAL ARTS CURRICULUM

2021

Introduction

The Diocese of Savannah Integrated Arts Curriculum develops students who are intellectual, social, moral and spiritual life-long learners. Visual Arts are a part of daily life and essential to the development of the whole child: physical, emotional, mental, and spiritual. Visual Arts fosters creative thinking, logical reasoning, problem solving, emotional intelligence, and resilience across all subject areas. Furthermore, Visual Arts teaches the skills of self-expression, self-reflection, respectful communication, and open-mindedness, all of which generate an appreciation for one's own place in school and society as well as an appreciation for the diverse talents and cultures of others.

The program is divided into sections:

- Student Information – characteristics of a student in a particular grade level and skills they are expected to acquire in the current year to assure they will enter the following year's classroom with confidence, ready for success.
- Co-Requisite Standards – essential moral and life-skills benchmarks in the education of students taught through the lens of Catholicism.
 - Catholic Identity - divided into common grade level principles based upon church documents and The Cardinal Newman Society Catholic Curriculum Standards (highlighted in purple)
 - Critical Thinking
 - Communication
 - Collaboration
 - Creativity
- Georgia Standards of Excellence
- Resources – grade level, remedial, and enrichment ideas and suggestions

VISUAL ARTS CURRICULUM

2021

Kindergarten – Grade 2

KINDERGARTEN – GRADE 2 NARRATIVE

Kindergarten – Grade 2 Visual Arts learners develop critical thinking skills, which in turn lead to a deeper understanding of educational content — both within the arts and in other core subject areas. Visual arts education also fosters creativity in students and increases student engagement. These students thrive and learn best with hand-on activities and when provided with verbal and visual instructions. They are very comfortable using basic art tools and continue to make connections between art, self, and culture. Throughout the year, students will learn about various art-making methods, artists, cultures, and historical events. They learn how culture and life experiences can influence an artist's work. Students will become familiar with the seven Elements of Art and Principles of Design; and they will put this knowledge into practice in their creations.

CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Show fluency of imagination and expression ❖ Have a highly developed sensibility in certain areas. (e.g., movement, space, rhythm, or color.) ❖ Show integration of thinking, perceiving, and feeling ❖ Highly imaginative ❖ Live their art. It is part of them. ❖ Even the medium is often like an extension of the fingers. ❖ Their work is intensely personal and shows an inner need for visual expression. ❖ Highly individual and inventive ❖ Hands-on learners ❖ Engages in student centered activities ❖ Makes connections to everyday world 	<ul style="list-style-type: none"> ❖ Communication skills both verbal and non-verbal · ❖ Social Skills: Taking Turns, Sharing, Using Polite Words, and Telling the Truth · ❖ Basic Math Skills · ❖ Basic Understanding of Time- (Past, Present, Future) · ❖ Listening Skills · ❖ Works in groups · ❖ Asks questions · ❖ Follows directions · ❖ Writes /draws ideas · ❖ Respect for God's creation · ❖ Makes connections · ❖ Distinguishes between fact/fiction · ❖ Recognizes the difference between right and wrong · ❖ Uses learned knowledge to make real world applications 	<ul style="list-style-type: none"> ❖ Creating ❖ Performing ❖ Responding ❖ Connecting

CO-REQUISITE STANDARDS

CATHOLIC IDENTITY

Principle:

Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society

K-2.VA.CI

SWBAT apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts and to honor God.

K-2.VA.CI

SWBAT create a work of art interpreting scenes from Scripture.

K-2.VA.CI

SWBAT demonstrate Christian responsibility and respect through the care and use of materials and the environment.

Principle:

Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God

K-2.VA.CI

SWBAT recognize that God is the Master craftsman and we are the clay.

K-2.VA.CI

SWBAT understand the sensory elements and expressive qualities of the arts and use them to praise God.

K-2.VA.CI

SWBAT focus on key religious ideas including stories from the Bible.

K-2.VA.CI

SWBAT evaluate the expressive qualities in a series of religious works using a Christian perspective.

K-2.VA.CI

SWBAT understand how the arts shape and reflect history, society and everyday life from a Catholic perspective.

Principle:

Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ

K-2.VA.CI

SWBAT respect that people see things differently.

Principle:

Encourages a synthesis of faith, life, and culture

K-2.VA.CI

SWBAT identify and interpret religious works of art.

- A. Icons
- B. Sacred Art

K-2.VA.CI

SWBAT compare and contrast sacred and secular art.

- A. Compare and contrast two works in one art form that share similar themes examining artistic components as it relates to Christian values and diversity

K-2.VA.CI

SWBAT use an art form to retell or dramatize a story from the Bible, e.g., the Nativity Story, the Passion and Resurrection of Jesus, Noah's Ark, etc.

Principle:

Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church

K-2.VA.CI

SWBAT identify religious symbols from everyday life in a given art work.

K-2.VA.CI

SWBAT identify ways arts are used in celebrations, include Catholic celebrations, the Liturgy and the Sacraments.

K-2.VA.CI

SWBAT create a work of art reflecting our Catholic values/beliefs.

K-2.VA.CI

SWBAT analyze how the arts function from a Catholic perspective.

CRITICAL THINKING

K-2.VA.CT

SWBAT ask questions to become more productive and engaged in their learning process.

K-2.VA.CT

SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations.

K-2.VA.CT

SWBAT synthesize information in order to capture the essence of an idea, object, or activity and then communicate their thoughts clearly.

COMMUNICATION

K-2.VA.CM

SWBAT demonstrate an understanding of Catholic principles foundational to all relationships.

K-2.VA.CM

SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

K-2.VA.CM

SWBAT understand that what they write is a reflection upon their character.

K-2.VA.CM

SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts.

COLLABORATION**K-2.VA.CL**

SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others.

K-2.VA.CL

SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus.

K-2.VA.CL

SWBAT recognize that service is an integral part of our Catholic Faith.

K-2.VA.CL

SWBAT recognize that decisions should follow Catholic teachings, especially social teaching

CREATIVITY**K-2.VA.CR**

SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

K-2.VA.CR

SWBAT generate, combine, and categorize and develop ideas without pre-judgement.

K-2.VA.CR

SWBAT explore an idea from multiple points of view.

GEORGIA STANDARDS OF EXCELLENCE

Visual Arts

<https://www.georgiastandards.org/Georgia-Standards/Documents/K-12-Visual-Art-Standards.pdf>

RESOURCES

The Art Career Project Students can explore careers that involve art and design skills.

Media and Interactives from the Kennedy Center Explore videos and interactive media for dance, music, theatre, and visual arts.

The Virginia Museum of Fine Arts Encourage students to describe and discuss artwork while they explore the collections.

Jansen,. The History of Visual Arts. : Prentice Hall, 1990.

Chapman, Laura. Adventures in Art. : Davis publications, 1998. A series of grade level textbooks and teacher editions

Hume, Helen D. . . A Survival Kit for the Elementary/Middle School Art Teacher. : The Center for Applied Research in Education, 2000. Time saving tips and organizational skills in addition to lessons

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Venezia, Mike. Getting to Know the World's Great Artists. : Scholastic Library Publishing, 1990. Clever full-color illustrations and often humorous text. Also, a realistic overview of each artist's life and style of painting.

Anholt, Laurence. Degas and the Little Dancer, Camille and the Sunflowers, Picasso and the Girl with a Ponytail, Suzette and the Puppy, Leonardo and the Flying Boy. : Barrons Educational Series, Inc., 1996. Grades K-5, Delightful and intriguing true stories about children who actually influenced the lives and works of these five great artists.

Kohl, MaryAnn F., and Kim Solga. Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters. : Bright Ring Publishing, Inc., 1997. Grades K-6, Fascinating art activities to help children experience the styles and techniques of the great masters.

Reynolds, Nancy Walkup. Art Lessons for the Middle School: A DBAE Curriculum. : J. Weston Walch Publishing, 1992. Grades 6-8, Great lessons that teach the Elements and Principles of Design.

Bunchman, Jamie, and Stephanie Briggs. Activities for Creating Pictures and Poetry. : Sterling Publishing Company, Inc., 1994. All Levels, Inspires students of all ages to express themselves through their own pictures and poetry.

Rodriguez, Susan. Art Smart! Curriculum and Slide Series. : Benjamin-Cummings Publishing Company, 1998. Grades 3-9, Sequential curriculum helps student's link art with the time and place it was created.

Roukes, Nicholas. Art Synectics. : Davis Publications, 1984. Grade 4-Adult, Encourages creativity through unconventional associations of ideas and images.

Massey, Sue J., and Diana W. Darst. Learning to Look: A Complete Art History And Appreciation Program. : Prentice Hall, 1992. Grades K-8, Comes with a series of slides that go along with the lessons in the book.

Edwards, Betty. Drawing on the Right Side of the Brain. : Jeremy P. Tarcher, Publisher, 1999. It's "right brain" approach teaches students to see things not as objects but as a series of lines and shapes.

Thomas, Jennifer. Masterpiece of the Month. : Teacher Created Materials, Inc., 1990. Grades K-5, Great lessons that focus on particular artists and their works

Baker, Phyllis Clausen. Short Lessons in Art History. : J. Weston Walch Publishing, 1987. Explores major art movements through informal biographies enhanced by discussion questions following each chapter.

McDonald, . Art Journal Topics. : . Grades 4-8, Holds 200 incredibly creative topics to stimulate young minds to express themselves in drawing and writing.

Usborne Publications. Starting Painting, What Shall I Paint? Book of Masks, Book of Printing, Drawing Animals, Big Book of Paper Crafts, etc... : Usborne Publications, Excellent sources for project ideas.

VIDEO RESOURCES

Don't Eat the Pictures: Sesame Street at the Metropolitan Museum of Art Sesame Street puppets visit and get locked in the museum overnight.

Linnea in Monet's Garden Animation is combined with actual scenes of Monet's garden, home, and studio, plus his famous paintings and the subjects he painted. By: Lena Anderson and Christine Bjork, 1992

Getting to Know the World's Greatest Artists Grades K-8, Based on the best-selling children's books by Mike Venezia

Cartooning Video Library By: Bruce Blitz, 1989

Chuck Jones: Extremes and In-Betweens

Art is Video Series: Elements of Design Artist Gerald Brommer introduces the seven elements of design – value, color, form, shape, line, space, and texture.

Art is Video Series: Principles of Design Artist Gerald Brommer shows how the elements of design are combined and used in developing the seven principles of design – contrast, rhythm, unity, emphasis, pattern, movement, and balance.

Alexandra Nechita This video shows the abstract paintings of the young artist Alexandra Nechita who is described as the “Petite Picasso”. At eight years old, she had a solo exhibition in a Los Angeles public library.

Website Resources

Explanation of National Standards: www.artsedge.kennedycenter.org/professional_resources/standards/natstandards/index.htm

North Carolina Arts Education K-12 Frameworks: www.wrsd.net/visual_artscurriculumguide.htm

Lesson plans and curriculum ideas:

www.reflectiveteacher.com

www.getty.edu/arts/ednet/

www.kinderart.com

www.crayola.com

www.artsednet.com

www.about.com

VISUAL ARTS CURRICULUM

2021

Grade 3 – Grade 5

GRADE 3 – GRADE 5 NARRATIVE

Grades 3-5 visual arts education helps students develop critical thinking skills, which in turn lead to a deeper understanding of educational content — both within the arts and in other core subject areas. At this age, students are becoming more independent, they have an active imagination, and they seek facts surrounding who, what, when, where, why, and how. These students thrive and learn best with hands-on activities and when provided with verbal and visual instructions. They are very comfortable using basic art tools and make deeper connections between art, self, and the world. Throughout the year, students will learn about various art-making methods, artists, cultures, and historical events. They learn how culture and life experiences can influence an artist's work and the artist's identity. At this age, students are very familiar with the seven Elements of Art and Principles of Design; and they will put this knowledge into practice in their art-making practices.

CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Show fluency of imagination and expression. ❖ They can't get their ideas down fast enough. ❖ They don't need stimulation. One idea leads to another. ❖ Have a highly developed sensibility in certain areas. (e.g., movement, space, rhythm, or color.) ❖ Show integration of thinking, perceiving, and feeling. ❖ Highly imaginative. ❖ There's a directness of expression –motivated by personally meaningful experiences. ❖ Live their art. It is part of them. Even the medium is often like an extension of the fingers. Their work is intensely personal and shows an inner need for visual expression. ❖ Highly individual and inventive. ❖ Hands-on learners. 	<ul style="list-style-type: none"> ❖ Communication skills both verbal and non-verbal ❖ Basic Math Skills ❖ Basic Understanding of Time- (Past, Present, Future) ❖ Basic understanding of the elements of art ❖ Listening Skills ❖ Works in groups ❖ Asks questions ❖ Follows directions ❖ Writes /draws ideas ❖ Respect for God's creation ❖ Makes connections ❖ Distinguishes between fact/fiction ❖ Recognizes the difference between right and wrong ❖ Uses learned knowledge to make real world applications 	<ul style="list-style-type: none"> ❖ Creating ❖ Performing ❖ Responding ❖ Connecting

CO-REQUISITE STANDARDS

CATHOLIC IDENTITY

Principle:

Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society

3-5.VA.CI

SWBAT apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts and to honor God.

3-5.VA.CI

SWBAT create a work of art interpreting scenes from Scripture.
3-5.VA.CI SWBAT demonstrate Christian responsibility and respect through the care and use of materials and the environment.
Principle: Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God
3-5.VA.CI SWBAT recognize that God is the Master craftsman and we are the clay.
3-5.VA.CI SWBAT understand the sensory elements and expressive qualities of the arts and use them to praise God.
3-5.VA.CI SWBAT focus on key religious ideas including stories from the Bible.
3-5.VA.CI SWBAT evaluate the expressive qualities in a series of religious works using a Christian perspective.
3-5.VA.CI SWBAT understand how the arts shape and reflect history, society and everyday life from a Catholic perspective.
Principle: Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ
3-5.VA.CI SWBAT respect that people see things differently.
Principle: Encourages a synthesis of faith, life, and culture
3-5.VA.CI SWBAT identify and interpret religious works of art. A. Icons B. Sacred Art
3-5.VA.CI SWBAT compare and contrast sacred and secular art. B. Compare and contrast two works in one art form that share similar themes examining artistic components as it relates to Christian values and diversity
3-5.VA.CI SWBAT use an art form to retell or dramatize a story from the Bible, e.g., the Nativity Story, the Passion and Resurrection of Jesus, Noah's Ark, etc.
Principle: Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church
3-5.VA.CI SWBAT identify religious symbols from everyday life in a given art work.
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3-5.VA.CI SWBAT create a work of art reflecting our Catholic values/beliefs.
3-5.VA.CI SWBAT analyze how the arts function from a Catholic perspective.

CRITICAL THINKING

3-5.VA.CT SWBAT ask questions to become more productive and engaged in their learning process.
3-5.VA.CT SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations.
3-5.VA.CT SWBAT synthesize information in order to capture the essence of an idea, object, or activity and then communicate their thoughts clearly.

COMMUNICATION

3-5.VA.CM

SWBAT demonstrate an understanding of Catholic principles foundational to all relationships.

3-5.VA.CM

SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

3-5.VA.CM

SWBAT understand that what they write is a reflection upon their character.

3-5.VA.CM

SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts.

COLLABORATION

3-5.VA.CL

SWBAT demonstrate that working collaboratively reflects our response to God's call to love and care for others.

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SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus.

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SWBAT recognize that service is an integral part of our Catholic Faith.

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CREATIVITY

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SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

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SWBAT generate, combine, and categorize and develop ideas without pre-judgement.

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SWBAT explore an idea from multiple points of view.

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Alexandra Nechita This video shows the abstract paintings of the young artist Alexandra Nechita who is described as the “Petite Picasso”. At eight years old, she had a solo exhibition in a Los Angeles public library.

WEBSITE RESOURCES

Explanation of National Standards: www.artsedge.kennedycenter.org/professional_resources/standards/natstandards/index.htm
<https://www.nationalartsstandards.org/content/national-core-arts-standards>

North Carolina Arts Education K-12 Frameworks:
www.wrsd.net/visual_artscurriculumguide.htm

Georgia Visual Arts Framework
<https://www.georgiastandards.org/Georgia-Standards/Pages/Fine-Arts-Visual-Art.aspx>

Lesson plans and curriculum ideas:
www.getty.edu/arts/ednet/
http://www.getty.edu/education/teachers/classroom_resources/tips_tools/index.html
www.kinderart.com
www.crayola.com

VISUAL ARTS CURRICULUM

2021

Grade 6 – Grade 8

GRADE 6 – GRADE 8 NARRATIVE

Grades 6-8 visual arts education helps students develop critical thinking skills, which in turn lead to a deeper understanding of educational content — both within the arts and in other core subject areas. At this age, students are independent learners and work well in peer groups. This allows greater opportunity for peer interaction. Learners need to be provided with activities to allow them time to develop their ideas and make deeper connections between art, self, and the world. Throughout the year, students will learn about various art-making methods, artists, cultures, and historical events. They learn how culture and life experiences can influence an artist's work and the artist's identity. At this age, students are very familiar with the seven Elements of Art and Principles of Design; and they will put this knowledge into practice in their art-making practices. Students will also experiment with the ability to follow or modify art-making traditions to achieve a desired result. Students will also discover how art-making practices can enrich and empower their lives.

CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Show fluency of imagination and expression. They can't get their ideas down fast enough. They don't need stimulation. One idea leads to another. ❖ Have a highly developed sensibility in certain areas. (e.g., movement, space, rhythm, or color.) ❖ Show integration of thinking, perceiving, and feeling. ❖ Highly imaginative. ❖ There's a directness of expression – motivated by personally meaningful experiences. ❖ Live their art. It is part of them. Even the medium is often like an extension of the fingers. Their work is intensely personal and shows an inner need for visual expression. ❖ Highly individual and inventive. ❖ Hands-on learners. 	<ul style="list-style-type: none"> ❖ Communication skills both verbal and non-verbal – ❖ Conflict resolution, critique, and Etiquette · ❖ Basic Math Skills · ❖ Basic Understanding of Geometry · ❖ Basic understanding of Principles of Design · ❖ Listening Skills · Works in groups · ❖ Asks questions · ❖ Follows directions · ❖ Writes /draws ideas · ❖ Respect for God's creation · ❖ Understand Historical Context and the Role of the Catholic Church in supporting the arts · ❖ Makes connections · ❖ Uses learned knowledge to make real world applications · ❖ Safely use and care for art materials · ❖ Use art to communicate ideas 	<ul style="list-style-type: none"> ❖ Creating ❖ Performing ❖ Responding ❖ Connecting

CO-REQUISITE STANDARDS

CATHOLIC IDENTITY

Principle:

Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society

6-8.VA.CI

SWBAT apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts and to honor God.

6-8.VA.CI

SWBAT create a work of art interpreting scenes from Scripture.

6-8.VA.CI

SWBAT demonstrate Christian responsibility and respect through the care and use of materials and the environment.

Principle:

Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God

6-8.VA.CI

SWBAT recognize that God is the Master craftsman and we are the clay.

6-8.VA.CI

SWBAT understand the sensory elements and expressive qualities of the arts and use them to praise God.

6-8.VA.CI

SWBAT focus on key religious ideas including stories from the Bible.

6-8.VA.CI

SWBAT evaluate the expressive qualities in a series of religious works using a Catholic perspective.

6-8.VA.CI

SWBAT understand how the arts shape and reflect history, society and everyday life from a Catholic perspective.

Principle:

Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ

6-8.VA.CI

SWBAT respect that people see things differently.

Principle:

Encourages a synthesis of faith, life, and culture

6-8.VA.CI

SWBAT identify and interpret religious works of art.

A. Icons

B. Sacred Art

6-8.VA.CI

SWBAT compare and contrast sacred and secular art.

A. Compare and contrast two works in one art form that share similar themes examining artistic components as it relates to Christian values and diversity

6-8.VA.CI

SWBAT use an art form to retell or dramatize a story from the Bible, e.g., the Nativity Story, the Passion and Resurrection of Jesus, Noah's Ark, etc.

Principle:

Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church

6-8.VA.CI

SWBAT identify religious symbols from everyday life in a given art work.

6-8.VA.CI

SWBAT identify ways arts are used in celebrations, include Catholic celebrations, the Liturgy and the Sacraments.

6-8.VA.CI

SWBAT create a work of art reflecting our Catholic values/beliefs.

6-8.VA.CI

SWBAT analyze how the arts function from a Catholic perspective.

CRITICAL THINKING

6-8.VA.CT

SWBAT ask questions to become more productive and engaged in their learning process.

6-8.VA.CT

SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations.

6-8.VA.CT

SWBAT synthesize information in order to capture the essence of an idea, object, or activity and then communicate their thoughts clearly.

COMMUNICATION

6-8.VA.CM

SWBAT demonstrate an understanding of Catholic principles foundational to all relationships.

6-8.VA.CM SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
6-8.VA.CM SWBAT understand that what they write is a reflection upon their character.
6-8.VA.CM SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts
COLLABORATION
6-8.VA.CL SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others.
6-8.VA.CL SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus.
6-8.VA.CL SWBAT recognize that service is an integral part of our Catholic Faith.
6-8.VA.CL WBAT recognize that decisions should follow Catholic teachings, especially social teaching
CREATIVITY
6-8.VA.CR SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
6-8.VA.CR SWBAT generate, combine, and categorize and develop ideas without pre-judgement.
6-8.VA.CR SWBAT explore an idea from multiple points of view.

GEORGIA STANDARDS OF EXCELLENCE

Visual Arts

<https://www.georgiastandards.org/Georgia-Standards/Documents/K-12-Visual-Art-Standards.pdf>

Resources
The Art Career Project Students can explore careers that involve art and design skills.
Media and Interactives from the Kennedy Center Explore videos and interactive media for dance, music, theatre, and visual arts.
The Virginia Museum of Fine Arts Encourage students to describe and discuss artwork while they explore the collections. Jansen., The History of Visual Arts. : Prentice Hall, 1990.
Chapman, Laura. Adventures in Art. : Davis publications, 1998. A series of grade level textbooks and teacher editions
Hume, Helen D. . . A Survival Kit for the Elementary/Middle School Art Teacher. : The Center for Applied Research in Education, 2000. Time saving tips and organizational skills in addition to lessons
Watt, Fiona. The Usborne Book of Art Ideas. : Scholastic, Inc., 1999. Good source for creative ideas.
Thompson, Kimberly Boehler, and Diana Standing Loftus. Art Connections- Integrating Art Throughout the Curriculum. Good connections to other subject matter.
Krull, Kathleen. Lives of the Artists. : Harcourt Brace, 1995. Short, easy reading biographies of artists.

Kelly, Elizabeth, and Joanne McConville. *Art for the Very Young*. : Instructional Fair - TS Dension , 1998. Ages 3-6, background information on artists and project ideas

Thompson, Kathleen, and Rachel Ross. *Character Education Visual Arts Kit*. : Art Images Publications, 2003. Excellent art history lessons tied to traits of good character lessons

Venezia, Mike. *Getting to Know the World's Great Artists*. : Scholastic Library Publishing, 1990. Clever full-color illustrations and often humorous text. Also, a realistic overview of each artist's life and style of painting.

Anholt, Laurence. *Degas and the Little Dancer, Camille and the Sunflowers, Picasso and the Girl with a Ponytail, Suzette and the Puppy, Leonardo and the Flying Boy*. : Barrons Educational Series, Inc., 1996. Grades K-5, Delightful and intriguing true stories about children who actually influenced the lives and works of these five great artists.

Kohl, MaryAnn F., and Kim Solga. *Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters*. : Bright Ring Publishing, Inc., 1997. Grades K-6, Fascinating art activities to help children experience the styles and techniques of the great masters.

Reynolds, Nancy Walkup. *Art Lessons for the Middle School: A DBAE Curriculum*. : J. Weston Walch Publishing, 1992. Grades 6-8, Great lessons that teach the Elements and Principles of Design.

Bunchman, Jamie, and Stephanie Briggs. *Activities for Creating Pictures and Poetry*. : Sterling Publishing Company, Inc., 1994. All Levels, Inspires students of all ages to express themselves through their own pictures and poetry.

Rodriguez, Susan. *Art Smart! Curriculum and Slide Series*. : Benjamin-Cummings Publishing Company, 1998. Grades 3-9, Sequential curriculum helps student's link art with the time and place it was created.

Roukes, Nicholas. *Art Synectics*. : Davis Publications, 1984. Grade 4-Adult, Encourages creativity through unconventional associations of ideas and images.

Massey, Sue J., and Diana W. Darst. *Learning to Look: A Complete Art History And Appreciation Program*. : Prentice Hall, 1992. Grades K-8, Comes with a series of slides that go along with the lessons in the book.

Edwards, Betty. *Drawing on the Right Side of the Brain*. : Jeremy P. Tarcher, Publisher, 1999. It's "right brain" approach teaches students to see things not as objects but as a series of lines and shapes.

Thomas, Jennifer. *Masterpiece of the Month*. : Teacher Created Materials, Inc., 1990. Grades K-5, Great lessons that focus on particular artists and their works

Baker, Phyllis Clausen. *Short Lessons in Art History*. : J. Weston Walch Publishing, 1987. Explores major art movements through informal biographies enhanced by discussion questions following each chapter.

McDonald, . *Art Journal Topics*. : . Grades 4-8, Holds 200 incredibly creative topics to stimulate young minds to express themselves in drawing and writing.

Usborne Publications. *Starting Painting, What Shall I Paint? Book of Masks, Book of Printing, Drawing Animals, Big Book of Paper Crafts, etc...* : Usborne Publications, Excellent sources for project ideas.

VIDEO RESOURCES

Don't Eat the Pictures: Sesame Street at the Metropolitan Museum of Art Sesame Street puppets visit and get locked in the museum overnight.

Linnea in Monet's Garden Animation is combined with actual scenes of Monet's garden, home, and studio, plus his famous paintings and the subjects he painted. By: Lena Anderson and Christine Bjork, 1992

Getting to Know the World's Greatest Artists Grades K-8, Based on the best-selling children's books by Mike Venezia Cartooning Video Library By: Bruce Blitz, 1989

Chuck Jones: Extremes and In-Betweens

Art is Video Series: Elements of Design Artist Gerald Brommer introduces the seven elements of design – value, color, form, shape, line, space, and texture.

Art is Video Series: Principles of Design Artist Gerald Brommer shows how the elements of design are combined and used in developing the seven principles of design – contrast, rhythm, unity, emphasis, pattern, movement, and balance.

Alexandra Nechita This video shows the abstract paintings of the young artist Alexandra Nechita who is described as the “Petite Picasso”. At eight years old, she had a solo exhibition in a Los Angeles public library.

WEBSITE RESOURCES

Explanation of National Standards: www.artsedge.kennedycenter.org/professional_resources/standards/natstandards/index.htm

North Carolina Arts Education K-12 Frameworks: www.wrsd.net/visual_artscurriculumguide.htm

Lesson plans and curriculum ideas:

www.reflectiveteacher.com

www.getty.edu/arts/ednet/

www.kinderart.com

www.crayola.com

www.artsednet.com

www.about.com