St. Philomena School

MODEL CONTENT STANDARDS
&
GRADE LEVEL EXPECTATIONS

VISUAL ARTS

INTRODUCTION

> "Imagination is more important than knowledge."
> -- Albert Einstein

St. Philomena School Model Content Standards for Visual Arts

The philosophical orientation of the St. Philomena School Art Program is closer to that of the developmentalists than the discipline-based adherents. To quote John Lidstone, former Professor of Art Education and Dean of the School of Education at Queens College, New York, "The discipline-based approach to educating children in art is cerebral, fact-and-memory-oriented; the museum's way, the art historian's way, the academician's way. The developmentalist's approach is humanistic, feeling-and-imagination-oriented, the studio way, the educator's way, the child-centered teacher's way."

Lidstone describes a creative classroom as one that emphasizes imagination over knowledge, activity over study, and self-expression over aesthetics. The Art Program at St. Phil's tries to provide just such a studio oriented classroom environment for students. Curriculum is student-centered and based on the development of integrated artistic skills rather than memorization of information.

The primary goal is to allow students to act as artists and to encourage the development of the thinking skills necessary to artistic endeavor that can enable students to perceive, appreciate, and understand the visual arts.

The St. Philomena Art Curriculum has two Model Content Standards:
1. Students use art elements and design principles as they create vehicles for expression of feelings and emotion and/or the communication of meanings and beliefs.

2. Students explore creative art and design problem solving by understanding and applying materials, tools, techniques, and processes to make the imagined visible.

The Art Program emphasizes two areas in particular: Communication along with Media and Technique. Students learn to recognize the visual arts as a valid form of communication for their feelings, thoughts, and ideas, thus providing an outlet for personal expression. To aid in achieving this goal the elements and principles of art are discussed and incorporated into projects. We communicate by making our surroundings more visually appealing, by enhancing our environment, by expressing our inner spirits and developing personal styles and by making specific statements through visual art that illuminate the human condition of individuals and/or groups.

Students are exposed to as many different media, techniques and combinations of these as we have available to us. The various media that we explore along with the techniques used include, but are not limited to: crayons, construction paper crayons, chalk, woodless colored pencils, markers, oil pastels, watercolor crayons, watercolors, tempera paints, acrylic paints, construction paper, tissue paper, paper mache, plaster gauze, cardboard,

Styrofoam and EZ-Cut Blocks for printing, and yarn for weaving. The students do a lot of mixed media art projects also.

Both media and technique are introduced at the most basic level with the younger students, while more particular and varied approaches are used with the older students. In addition, students are encouraged at every grade level to interpret and apply these skills according to their own understanding in their work, while adding their own style and personal interpretations to assignments.

Grades K-8 come to the Art Center once a week for a 45 minute class (5 minute Passing Period included). The art teacher goes to each Pre K classroom for art twice each month for a 30 minute class.

Viktor Lowenfield, respected art educator, wrote that "in Art Education as opposed to Fine Art, the final product is subordinated to the creative process. The child who expresses him/herself according to his own level becomes encouraged in his own independent thinking and expresses his own thoughts and ideas by his own means. The child who imitates can become dependent in his thinking and rely for his thoughts and expression upon others."

"The creative arts…stress divergent thinking, in which there are no right answers, and any number of possible solutions to problems or any number of outcomes can be correct. Art class encourages creative thinking through Fluency of Ideas, Flexibility of Thinking, and Originality in Approach."

The art program at St. Philomena School strives to foster individual expression, encourage initiative and spontaneity, reward creative behavior, and allow students to deviate from group activity to follow their own interpretations. The art classroom provides an atmosphere conducive to inventiveness, exploration, and production which creates a warm, friendly, accepting environment. Students enhance their self-image and develop self-confidence through pride in accomplishment.

Model Content Standards

Visual Arts

1. **Students use art elements and design principles as they create vehicles for expression of feelings and emotions and/or the communication of meanings and beliefs.**

2. **Students explore creative art and design problem solving by understanding and applying materials, tools, techniques, and processes to make the imagined visible.**

Standard 1:

Students use art elements and design principles as they create vehicles for expression of feelings and emotions and/or the communication of meanings and beliefs.

<u>**RATIONALE:**</u>

During art creation students extend their abilities to communicate visually and acquire new images and symbolic literacy. Art becomes a stimulus for cognitive development through problem solving and creative thinking. Students channel personal feelings, beliefs, attitudes, and values into artistic expression.

<u>**GRADE 1**</u>
- Introduce line
- Introduce shape
- Introduce color
- Introduce space
- Introduce balance
- Introduce pattern
- Use images, themes, and ideas in art
- Communicate feelings and/or meanings in art
- Understand that copying characters, motifs, logos from other media/artists is not original

<u>**GRADE 2**</u>
- Introduce line
- Introduce shape
- Introduce color
- Introduce space
- Introduce balance
- Introduce pattern
- Use images, themes, and ideas to communicate meaning
- Communicate feelings and/or meanings in artwork
- Understand that copying characters, motifs, logos from other media/artists is not original

<u>**GRADE 3**</u>
- Introduce line
- Introduce shape
- Introduce color
- Introduce texture
- Introduce space
- Introduce balance
- Introduce pattern
- Use images, themes, and ideas to communicate meaning
- Use personal expression and interpretation to communicate feelings/meanings

- Understand the difference between copying and using the art of others as inspiration

GRADE 4
- Reinforce line
- Reinforce shape
- Reinforce color
- Introduce form
- Introduce texture
- Reinforce balance
- Introduce contrast
- Introduce focal point/emphasis
- Reinforce pattern
- Use images, themes, and ideas to communicate meaning
- Understand personal and symbolic representations can be used to express feelings/meanings
- Begin to apply a personal interpretation to artwork

GRADE 5
- Reinforce line
- Reinforce shape
- Reinforce color
- Reinforce space
- Reinforce balance
- Introduce contrast
- Introduce focal point/emphasis
- Reinforce pattern
- Select and use images, themes and ideas to communicate specific feelings, ideas or meanings
- Understand art is symbolic and can represent events, ideas or beliefs through the artist's viewpoint
- Use original and individual interpretations in artwork

GRADE 6
- Review line
- Review shape
- Review color
- Introduce value
- Reinforce texture
- Reinforce space
- Review balance
- Reinforce contrast
- Introduce focal point/emphasis
- Review pattern
- Introduce unity
- Select and use images, themes, and ideas to communicate specific feelings, ideas or meanings

- Use personal viewpoint to create an individual approach to the creation of an art work
- Understand that the application of good craftsmanship to art can enhance communication of feeling/meaning

GRADE 7
- Review line
- Review shape
- Review color
- Reinforce value
- Reinforce texture
- Reinforce space
- Review balance
- Reinforce contrast
- Reinforce focal point/emphasis
- Review pattern
- Reinforce unity
- Select and use particular images, themes, and ideas to communicate specific feelings, ideas, or meanings
- Use personal symbols and expressive techniques to demonstrate an individual style
- Trust individual interpretations/solutions to set art problems
- Show improved craftsmanship in the manipulation of media, materials, tools, techniques, and processes

GRADE 8
- Review line
- Review shape
- Review color
- Reinforce value
- Reinforce form
- Reinforce space
- Review balance
- Reinforce contrast
- Reinforce focal point/emphasis
- Review pattern
- Reinforce unity
- Independently choose among images, themes, and ideas to best convey specific feelings, ideas, or meanings
- Develop a personal style through the use of individually symbolic representations of events, ideas, feelings, or beliefs
- Recognize it is the artist's responsibility to determine the direction that the solution to an art problem takes
- Recognize and employ quality craftsmanship in art creation to enhance meaning/increase effect

Standard 2:

Students explore creative art and design problem solving by understanding and applying materials, tools, techniques, and processes to make the imagined visible.

<u>**RATIONALE:**</u>

During art creation students have opportunities to make choices within structure and to develop individual solutions to art problems. The art curriculum provides students opportunities to articulate complex problems and then to practice divergent and nonlinear thinking to generate multiple solutions. Students learn to analyze possible media and techniques in order to choose which will achieve a selected vision.

<u>**GRADE 1**</u>
•   Draw with colored pencil
•   Draw with marker
•   Draw with crayon/construction paper crayons
•   Draw with oil pastel
•   Draw and paint with watercolor crayon
•   Paint with watercolor
•   Combine crayon with watercolor
•   Paint with tempera
•   Manipulate found objects to print
•   Manipulate paper to create constructions
•   Create mixed media works

<u>**GRADE 2**</u>
•   Draw with colored pencil
•   Draw with marker
•   Draw with crayon/construction paper crayon
•   Draw with oil pastel
•   Draw and paint with watercolor crayon
•   Paint with watercolor
•   Combine crayon with watercolor
•   Paint with tempera
•   Print with stamps
•   Manipulate paper materials to create constructions
•   Mixed media works created by the combinations of 2-D materials

<u>**GRADE 3**</u>
•   Draw with colored pencil
•   Draw with marker
•   Draw with crayon/construction paper crayons
•   Draw with oil pastel
•   Draw and paint using watercolor crayons
•   Combine crayon with watercolor

- Paint with watercolor
- Paint with tempera
- Print with textured foam brayers
- Pull a Rubbing Print
- Print with incised Styrofoam
- Manipulate construction paper to construct projects

GRADE 4
- Draw with colored pencil
- Draw with marker
- Paint with tempera
- Print with Styrofoam
- Weave on cardboard loom
- Sculpt in paper mache
- Create mixed media works

GRADE 5
- Draw with colored pencil
- Draw with marker
- Draw with a combination of pencil, marker, crayon, colored pencil, oil pastel, chalk
- Paint realistically with watercolor
- Print with styrofoam
- Construct 3-D masks
- Combine 2-D and 3-D materials in mixed-media work

GRADE 6
- Draw in colored pencil
- Draw in oil pastel
- Draw in marker in the Impressionistic style
- Draw emphasizing linear techniques
- Draw emphasizing textural techniques
- Draw a detailed illustration and understand that it tells a story
- Paint in tempera
- Paint in watercolor
- Construction: deconstruct/reconstruct a painting
- Use 2-D and 3-D materials to create a mixed-media work

GRADE 7
- Draw using simple etching technique
- Draw using contour line
- Paint an abstract work in tempera
- Paint a nonobjective work in tempera
- Combine multiple media and technique in one work
- Print using incised line/relief
- Use 2-D and 3-D materials to create a mixed media work

<u>GRADE 8</u>
- Draw in black pen
- Etch on Scratchboard
- Introduce Batik watercolor painting technique
- Paint a primarily realistic work in acrylic
- Use mixed media/technique to individualize a basic image
- Construct a 3-D project using mixed media