

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Visual Art
Grades K-3

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. Students name ways in which visual arts compare to other art forms.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p>Goal 1.1: Discuss the historical and cultural contexts of the visual arts.</p>	<ul style="list-style-type: none"> • K.VA.1.1.1 Compare and contrast key differences and similarities in art works from different time periods or cultures. • K.VA.1.1.2 Identify the purpose or function of a work of art that was created in the past. (868.01.b2) • K.VA.1.1.3 Explain how art is a visual record of human ideas and a reflection of the culture of its origin. 	<ul style="list-style-type: none"> • Compare post-Impressionist Van Gogh, Impressionist Monet and Dutch Renaissance Rembrandt. Use the following: <u>Van Gogh</u>, M. Venezia; <u>Monet</u>, M. Venezia; <u>Rembrandt</u>, M. Venezia; <u>What Makes a Rembrandt?</u> Metropolitan Museum of Art; <u>What Makes a Monet?</u> Metropolitan Museum of Art. • Discuss the use of hot colors in Mexican art, hot colors in African American art and cold colors in Swedish art. 	<ul style="list-style-type: none"> • Discover Art text • Posters • Slides • Overhead art prints • Videos • Texts • Websites • Various publications • Gallery tours • Visiting artists 	<ul style="list-style-type: none"> • color • warm colors • cool colors • primary colors • secondary colors • neutral colors • line • shape • form • value • texture • space • communication • respect • safety
<p>Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.</p>	<ul style="list-style-type: none"> • K.VA.1.2.1 Name ways in which a work of visual art is similar to another art form. (868.02.b1) • K.VA.1.2.2 Identify ideas and emotions that are expressed through visual arts and other disciplines. (868.02.b2) 	<ul style="list-style-type: none"> • Create shapes – Making a Collage, Lesson 5, <u>Discover Art</u>, grade 2. Collage, Cutting and Pasting Paper, Lesson 5, <u>Discover Art</u>, grade 1. • Use one color family to communicate the appropriate mood for their subject matter choice. • During class evaluation, answer the following: How did oil pastels and wash create paintings using either warm or cool colors. • During classroom display of art works, students point out successful use of color family choices for subjects. 		

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<p>Goal 2.1: Conduct analyses in the visual arts.</p>	<ul style="list-style-type: none"> • K.VA.2.1.1 Identify and respond to characteristics and content of various visual art forms. (870.01.b1) • K.VA.2.1.2 Examine the visual arts as a form of communication. (870.01.b2) • K.VA.2.1.3 Use arts vocabulary to discuss specific works of art. (870.01.b3) • K.VA.2.1.4 Identify the symbols used in works of art. • K.VA.2.1.5 Identify the elements (line, shape, color) in art works and environments. 	<ul style="list-style-type: none"> • Quilt – ala Matisse (color and design) <ol style="list-style-type: none"> 1) Each child will paint shapes using hot melted crayons on unbleached muslin 8”x8” squares. 2) Slightly wrinkle cooled wax and submerge painted squares in black dye. 3) Place square, wax down, on absorbent paper, top with 6 layers of newspaper and iron dry. Save resulting print. 4) Create quilt using squares. 5) Buttons and embroidery thread can be added for texture and line. • Chose a subject, i.e. volcanoes and monsters – <u>Rotten Island</u>, William Steig, or trees and sky – <u>Stormy Waters</u>, Art print. • Digital portfolios will be created at each grade level documenting student projects using line, shape, painting technique, color, color families, neutral colors, mixing secondary colors and light and dark colors. 		
<p>Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.</p>	<ul style="list-style-type: none"> • K.VA.2.2.1 Discuss the importance of visual art in one's own life. (870.02.b1) • K.VA.2.2.2 Discuss how art works can elicit different responses. (904.03.b2) • K.VA.2.2.3 Express personal preferences 	<ul style="list-style-type: none"> • Quilt – ala Matisse (color and design) <ol style="list-style-type: none"> 1) Each child will paint shapes using hot melted crayons on unbleached muslin 8”x8” squares. 2) Slightly wrinkle cooled wax and submerge painted squares in black dye. 		

	<p>for specific works and styles. (872.02.b3)</p> <ul style="list-style-type: none"> • K.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events. • K.VA.2.2.5 Show respect for personal work and works of others. (872.03.b1) • K.VA.2.2.6 Dictate or write an artist's statement (tell what the work is about). 	<ol style="list-style-type: none"> 3) Place square, wax down, on absorbent paper, top with 6 layers of newspaper and iron dry. Save resulting print. 4) Create quilt using squares. 5) Buttons and embroidery thread can be added for texture and line. <ul style="list-style-type: none"> • Display all works of art together. With teacher support, each young artist will point out one part of their work that relates to the assignment. • Students will create masks. <u>Art From Many Hands/Multicultural Art Projects</u>, J.M. Schuman. <u>Discover Art</u>, grade 1, Lesson 12 & 13. • Digital portfolios will be created at each grade level documenting student projects using line, shape, painting technique, color, color families, neutral colors, mixing secondary colors and light and dark colors. • <u>History of Art for Young People</u>, H.W. Janson, pgs, 16-17. Create a class discussion viewing the artworks. 		
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Standard 3: Performance

Communicate and respond through the visual arts articulately and expressively. Students in grades K-3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Demonstrate skills essential to the visual arts.	<ul style="list-style-type: none"> • K.VA.3.1.1 Acquire and use skills necessary for applying arts techniques, media, and processes. (872.01.b1) • K.VA.3.1.2 Demonstrate safe and 	<ul style="list-style-type: none"> • Create shapes – Making a Collage, Lesson 5, <u>Discover Art</u>, grade 2. Collage, Cutting and Pasting Paper, Lesson 5, <u>Discover Art</u>, grade 1. • Model proper use of materials. 	<ul style="list-style-type: none"> • Discover Art Series • Safety PowerPoint • Internet Safety Outline 	<ul style="list-style-type: none"> • Materials • Safe • Cleanliness • Properly

	<p>proper use, care, and storage of media, materials, and equipment.</p> <ul style="list-style-type: none"> • K.VA.3.1.3 Apply the elements of color, shape, and line in artwork. • K.VA.3.1.4 Demonstrate skills of observation in the production of artwork. 	<ul style="list-style-type: none"> • Discuss safety while using materials. • Complete Lessons 25 & 26 in Discover Art, grade 2, Patterns – lines, colors, shapes. Discuss the kinds of artists – Showing What You Do Well, Lesson 15 & 41, Discover Art, grade 1. • Students will create masks. <u>Art From Many Hands/Multicultural Art Projects</u>, J.M. Schuman. Discover Art, grade 1, Lesson 12 & 13. 		
<p>Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.</p>	<ul style="list-style-type: none"> • K.VA.3.2.1 Name and use different art materials to express an idea. (872.02.b1) • K.VA.3.2.2 Apply artistic concepts, knowledge, and skills to original artwork. • K.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator. (872.02.b2) 	<ul style="list-style-type: none"> • Study African masks. Study Native American mask artists – Robert Davidson, Haida, Gallery of Tribal Arts, Vancouver, BC and Tony Hunt Jr., Kwakiut, Campbell River Museum, BC. • Students will create masks. <u>Art From Many Hands/Multicultural Art Projects</u>, J.M. Schuman. Discover Art, grade 1, Lesson 12 & 13. • Using postcards of artwork by Van Gogh, Monet and Rembrandt, students sort the postcards by artist. There are no wrong answers but students must explain the reasons for choice (i.e. no Bible stories, thick brush strokes, etc.) 		
<p>Goal 3.3: Communicate through the visual arts with creative expression.</p>	<ul style="list-style-type: none"> • K.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts. • K.VA.3.3.2 Create artwork about self, family, and personal experiences. 	<ul style="list-style-type: none"> • Create shapes – Making a Collage, Lesson 5, Discover Art, grade 2. Collage, Cutting and Pasting Paper, Lesson 5, Discover Art, grade 1. • Quilt – ala Matisse (color and design) • Each child will paint shapes using hot melted crayons on unbleached muslin 8”x8” squares. • Slightly wrinkle cooled wax and submerge painted squares in black dye. • Place square, wax down, on absorbent paper, top with 6 layers of newspaper and iron 		

		<p>dry. Save resulting print.</p> <ul style="list-style-type: none">• Create quilt using squares.• Buttons and embroidery thread can be added for texture and line.		
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