

KINDERGARTEN VISUAL & PERFORMING ARTS

ART K–2025

COLLABORATIVE STUDENT ARTWORK (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

OH - OH Fine Arts - Visual Arts K (2024)(Kindergarten)

- Visual Arts (Kindergarten)
 - Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
 - K.3CR. Discover how the elements of art can be used in artmaking.
 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - K.1PE. Demonstrate willingness to try new processes.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - K.2RE. Describe processes used to make art.
 - K.3RE. Observe and describe works of art.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - K.2CO. Consider and discuss why people create and enjoy works of art.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities

- SJ.3. The Dignity of Work and the Rights of Workers
- SJ.4. Call to Family, Community, and Participation
- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Combination of straight and curved lines to form all other types of lines (interrupted, wavy, spiral, zigzag)
2. Color: Creation of all color hues from the primary colors
3. Texture: Surface texture quality as perceived through touch (rough, smooth).
4. Shape/Form: Attributes of shapes suggesting names, edges, faces, and sometimes angles

Principles of Design

1. Balance: Three types of balance (symmetrical, asymmetrical, and radial)
2. Pattern: Repetition of shapes, lines or colors in a design, or a model

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning

Expression and Meaning

1. Artwork conveying a thought, idea, feeling, or opinion
2. Marks on paper

SKILLS

1. Discover how the elements of art can be used in collaborative artmaking.
2. Demonstrate willingness to try new processes in collaborative art.
3. Describe processes used in art.
4. Observe and describe works of art.
5. Consider and discuss why people create and enjoy works of art.

ESSENTIAL QUESTIONS

1. How do we understand and appreciate diverse points of view through collaborative design?
2. How can local and global needs be addressed through the creation of collaborative student artwork?
3. In what ways can my group redesign artworks in conventional and innovative ways?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. balance
2. color
3. collages
4. clay
5. line
6. pattern
7. texture
8. shape
9. form
10. drawing
11. painting
12. printmaking
13. author
14. illustrator
15. sculpture
16. artist
17. self-expression
18. self-portrait
19. tracing

ADDITIONAL VOCABULARY

Additional Vocabulary:

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Additional (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- The Art of Ed (www.theartofeducation.edu)
- Google Arts and Culture (<https://artsandculture.google.com/>)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their art making processes.

Self-Critique

Formative: Self Assessment

Students will use a self-assessment to improve the quality of their artwork.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Earth Day Trees

Summative: Visual Arts Project

As a class, students will discuss the importance and structure of trees. Students will then fold, cut, and add color to a symmetrical leaf, as part of a collaborative class tree.

Group Stories

Summative: Cooperative Group Work

The students will describe, analyze, interpret, and judge a piece of fine art as a class or group. Students will then invent a story based on the fine art image. Recording can be done digitally, traditionally, or collaboratively with older students.

Circle Painting

Summative: Visual Arts Project

The class will watch a circle painting video then discuss collaborative artwork and how to share designs. Students will work collaboratively while generating a mural by starting with one color then painting one

circle. Next, students will switch colors and move to a new location on the mural and layer designs, lines, patterns, and dots until the mural is complete.

Resources

- Sample Project Rubric_19769.doc (Document)
- KSelf-Critique_19775.pdf (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Earth Day Trees. As a class, students will discuss the importance and structure of trees. Students will then fold, cut, and add color to a symmetrical leaf, as part of a collaborative class tree.
2. Creative Project: Group Stories. The students will describe, analyze, interpret, and judge a piece of fine art as a class or group. Students will then invent a story based on the fine art image. Recording can be done digitally, traditionally, or collaboratively with older students.
3. Collaborative Group Work: Circle Painting. The class will watch a circle painting video then discuss collaborative artwork and how to share designs. Students will work collaboratively while generating a mural by starting with one color then painting one circle. Next, students will switch colors and move to a new location on the mural and layer designs, lines, patterns, and dots until the mural is complete.
4. Collaborative Group Work: Art Triangles. Let students paint paper with watercolors, wet on wet, using similar colors. Let dry and cut into triangles. Students will then pick triangles and glue down randomly, leaving white around each one. They can try with black or other color background.

Resources

- Circle Painting Video (<http://circlepainting.com/news---events.html>)
- Earth Day History (<http://www.earthday.org/earth-day-history-movement>)
- Parts of Trees (<http://www.kidzone.ws/plants/trees.htm>)
- Circle Painting Website (<http://www.circlepainting.org/>)

RESOURCES

1. **iPad Resources**
2. **Literature Connections**

A Is for Art by Stephen T. Johnson
You Are My Work of Art by Sue DiCicco

Beautiful Oops! by Barney Saltzberg
The Dot by Peter H. Reynolds
Sky Color (Creatrilogy) by Peter H. Reynolds
Olivia Paints a Mural by Veronica Paz

Resources

- Grade-by-Grade Guide to Building Visual Arts Lessons
(http://www.getty.edu/education/teachers/building_lessons/guide.html)

- An Art Room Library 2: Early Readers and Popular Literary Characters (<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
- iPad Art Room (<http://www.ipadartroom.com/>)
- Art Lessons from Arttango (<http://www.arttango.com/>)
- Art Lessons from The Art of Education (<http://www.theartofed.com/lessons/>)
- Art Lessons from the Incredible Art Department (<http://www.incredibleart.org/lessons/>)
- Collaborative Art Projects (<http://www.pinterest.com/hpmartin/collaborative-projects-for-school/>)
- Arttango (<http://www.arttango.com>)
- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)

KINDERGARTEN VISUAL & PERFORMING ARTS

ART K–2025

HISTORICAL, SOCIAL, AND CULTURAL TRADITIONS (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
 - Students will be able to
 - PF.1. Recognize God in the world's order, beauty, and goodness (CCC 32).

TARGETED STANDARDS

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- Visual Arts (Kindergarten)
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 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - K.2PE. Explore a variety of materials and tools to create works of art.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - K.3RE. Observe and describe works of art.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - K.1CO. Connect ideas, stories, and personal experiences to works of art.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
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 - SJ.1. Life and Dignity of the Human Person
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- SJ.7. Care for God's Creation

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Principles of Design

1. Balance: Three types of balance (symmetrical, asymmetrical, and radial)
2. Pattern: Repetition of shapes, lines or colors in a design, or a model

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning

Expression and Meaning

1. Artwork conveying a thought, idea, feeling, or opinion
2. Marks on paper

SKILLS

1. Discover how the elements of art can be used in artmaking.
2. Explore a variety of materials and tools to create works of art.
3. Observe and describe works of art from a variety of historical, social, and cultural traditions.
4. Connect ideas, stories, and personal experiences to works of art.

ESSENTIAL QUESTIONS

1. How have visual artists contributed to our social, cultural, and religious heritages, especially our Catholic heritage?
2. How has visual art had an impact on history, culture, society, or the Catholic faith?
3. How do media and technology play a role in visual art today?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. balance
2. color
3. collages
4. clay
5. line
6. pattern
7. texture
8. shape
9. form
10. drawing
11. painting
12. printmaking
13. author
14. illustrator
15. sculpture
16. artist
17. self-expression
18. self-portrait
19. tracing

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Additional (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

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- Google Arts and Culture (<https://artsandculture.google.com/>)
- The Art of Ed (www.theartofeducation.edu)
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STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students will describe their artworks and efforts and share their artmaking processes.

Self-Critique

Formative: Self Assessment

Students can use a self-assessment to improve the quality of their artwork.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Multicultural Masks

Summative: Visual Arts Project

After students study masks from various cultures, such as the Bella Coola Tribe, students will create a paper plate cultural mask by cutting and gluing colored and curled paper into a variety of shapes and lines.

Cave Art

Summative: Visual Arts Project

Students will discuss the Stone Age and the Lascaux cave paintings. Then students will create a textured cave painting on paper or clay.

Resources

- Ping Pong Critique_19776.docx (Document)
- Sample Project Rubric_19768.doc (Document)
- KSelf-Critique_19774.pdf (Document)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Multicultural Masks. After students study masks from various cultures, such as the Bella Coola Tribe, students will create a paper plate cultural mask by cutting and gluing colored and curled paper into a variety of shapes and lines.
2. Creative Project: Local Architecture. Students will explore and discuss architecture after visiting their local church. They will recognize how surface texture quality can be perceived through touch (rough, smooth).
3. Creative Project: Cave Art. Students will discuss the Stone Age and the Lascaux cave paintings. Then students will create a textured cave painting on paper or clay.
4. Creative Project: Dragons. As a class, briefly discuss the characteristics of a dragon and list ideas on board. Then students will look through books containing pictures of dragons and find as many characteristics as listed on the board. Next students will take a piece of white drawing paper and pencil and create an original dragon. This may be difficult for some, so they can try to copy a dragon they like best in the book which will spark imagination. When their dragon is complete, they trace over the lines with a black permanent marker, draw a horizon line and sign their name on the bottom. Students use watercolors to paint their dragons being careful not to use too much paint, as it will flow into unwanted areas. They will paint the entire paper and lay to dry. Later they will mount on black paper and display.

Resources

- Lascaux (http://www.metmuseum.org/toah/hd/lasc/hd_lasc.htm)
- YouTube: Lascaux with Rick Steves (<https://www.youtube.com/watch?v=UnSq0c7jM-A>)
- Bella Coola Tribe Masks
(<http://arago.si.edu/index.asp?con=2&cmd=1&fid=&id=192820&img=1&pg=1>)

RESOURCES

1. **iPad Resources**
2. **Literature Connections**
Iggy Peck, Architect by Andrea Beaty

The Day the Crayons Quit by Drew Daywalt

The Three Little Pigs: An Architectural Tale by Steve Guarnaccia

Roberto, The Insect Architect by Nina Laden

The Cave Painter of Lascaux by Roberta Angeletti

The Chinese New Year Dragon by Jan Madruga

The Dancing Dragon by Marcia K. Vaughan

Dragon Dance: A Chinese New Year Lift-the-Flap Book (Lift-the-Flap, Puffin) by Joan Holub

Resources

- Art Lessons from Arttango (<http://www.arttango.com/>)
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- Art Lessons from The Incredible Art Department (<http://www.incredibleart.org/lessons/>)
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KINDERGARTEN VISUAL & PERFORMING ARTS

ART K–2025

THREE-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

DOC - DOC Catholic Standards (All Grades)(Grades K-12)

- The Profession of Faith
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TARGETED STANDARDS

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 - Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
 - K.3PE. Communicate an idea using the elements of art.
 - Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
 - K.1RE. Use visual art vocabulary to distinguish between art forms.
 - Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.
 - K.3CO. Share personal responses to works of art and acknowledge the opinions of others.

CATHOLIC IDENTITY

DOC - DOC Catholic Identity (All Grades)(Grades K-12)

- Catholic Identity
 - Catholic Social Justice Teachings
 - SJ.1. Life and Dignity of the Human Person
 - SJ.2. Rights and Responsibilities
 - SJ.3. The Dignity of Work and the Rights of Workers
 - SJ.4. Call to Family, Community, and Participation

- SJ.5. Option for the Poor and Vulnerable
- SJ.6. Solidarity
- SJ.7. Care for God's Creation

CONTENT

Elements of Art

1. Line: Combination of straight and curved lines to form all other types of lines (interrupted, wavy, spiral, zigzag)
2. Color: Creation of all color hues from the primary colors
3. Texture: Surface texture quality as perceived through touch (rough, smooth).
4. Shape/Form: Attributes of shapes suggesting names, edges, faces, and sometimes angles

Principles of Design

1. Balance: Three types of balance (symmetrical, asymmetrical, and radial)
2. Pattern: Repetition of shapes, lines or colors in a design, or a model

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning.

Expression and Meaning

1. Artwork conveying a thought, idea, feeling, or opinion
2. Marks on paper

SKILLS

1. Explore environments and experiences to generate original three-dimensional artmaking experiences.
2. Communicate an idea using the elements of art.
3. Use visual art vocabulary to distinguish between art forms.
4. Share personal responses to works of art and acknowledge the opinions of others.

ESSENTIAL QUESTIONS

1. What is three-dimensional artwork?
2. How does the understanding and use of three-dimensional art materials, processes, tools, and technology help me create artwork?
3. How does the understanding of art elements, principles, and images help me communicate ideas through three-dimensional design?

4. Why should I make art?

STANDARDS VOCABULARY

Visual Art Vocabulary

1. balance
2. color
3. collages
4. clay
5. line
6. pattern
7. texture
8. shape
9. form
10. drawing
11. painting
12. printmaking
13. author
14. illustrator
15. sculpture
16. artist
17. self-expression
18. self-portrait
19. tracing
20. assemblage

ADDITIONAL VOCABULARY

Additional Vocabulary

Depending on examples chosen, vocabulary could include, but is not limited to:

Names of artists

Names of places and/or countries

Names of cultures

Names of art movements

Types of artwork (functional, non-objective, abstract, realistic)

Additional (portrait, landscape, cityscape, seascape, still life)

Vocabulary for other academic disciplines (ex. math: fractions, shapes, proportion, etc.)

RESOURCES

Resources

- Enchanted Learning (<https://www.enchantedlearning.com/wordlist/art.shtml>)
- The Art of Ed (www.theartofeducation.edu)
- Khan Academy (<https://www.khanacademy.org/humanities/art-history>)
- Google Arts and Culture (<https://artsandculture.google.com/>)

STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their art making processes.

Ping Pong Critique

Formative: Class Discussion

The teacher will write thought-provoking questions on ping pong balls and place them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Self-Critique

Formative: Self Assessment

Students will use a self-assessment to improve the quality of their artwork.

Constructing with Wassily Kandinsky

Summative: Visual Arts Project

Students will print various sizes of circles into a slab of clay, using Wassily Kandinsky as inspiration.

Form with Dale Chihuly

Summative: Visual Arts Project

Students will construct a pipe-cleaner sculpture by twisting, wrapping, and connecting pipe-cleaners, using Dale Chihuly as inspiration.

Texture with Louis Nevelson

Summative: Cooperative Group Work

Students will collect recycled materials as a class and create a large scale assemblage inspired by Louise Nevelson.

Resources

- Sample Project Rubric_19767.doc (Document)
- Ping Pong Critique_19771.docx (Document)
- KSelf-Critique_19773.pdf (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Constructing with Wassily Kandinsky. Students will engage in a discussion of Kandinsky's *Squares with Concentric Circles*. (See Links.) They will then print various sizes of circles into a slab of clay.
2. Creative Project: Form with Dale Chihuly. Students will analyze and discuss the form, lines, and colors in Chihuly's glass sculptures. (See Links.) They will then construct a pipe-cleaner sculpture by twisting, wrapping, and connecting pipe-cleaners.
3. Creative Project: Texture with Louise Nevelson. Students will collect recycled materials as a class and create a large scale assemblage inspired by Louise Nevelson. (See Links.)

Resources

- Chihuly Exhibit at Indianapolis Children's Museum (<http://www.childrensmuseum.org/exhibits/fireworks-of-glass>)
- Louise Nevelson Foundation (<http://www.louisenevelsonfoundation.org/>)
- Color Study: Squares with Concentric Circles (<http://www.wikiart.org/en/wassily-kandinsky/color-study-squares-with-concentric-circles-1913>)

RESOURCES

1. **iPad Resources**
2. **Literature Connections**
The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock

Henri's Scissors by Jeanette Winter

The Fantastic Jungles of Henri Rousseau by Michelle Markel
Meet Me at the Art Museum: A Whimsical Look Behind the Scenes by David Goldin
Chihuly Art Kit Activity Book by Dale Chihuly
Kids Design Glass by Benjamin W. Cobb, Susan Linn, and Dale Chihuly

Resources

- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
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KINDERGARTEN VISUAL & PERFORMING ARTS

ART K–2025

TWO-DIMENSIONAL ART (SPANS ALL YEAR)

STAGE 1: DESIRED RESULTS

CATHOLIC STANDARDS

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 - K.3PE. Communicate an idea using the elements of art.
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2. Pattern: Repetition of shapes, lines or colors in a design, or a model to be followed or copied

Media and Methods

1. Differences between various types of mediums
2. Range of art materials and tools to create and communicate personal meaning

Expression and Meaning

1. Conveying a thought, idea, feeling, or opinion through artwork
2. Marks made on paper

SKILLS

1. Explore environments and experiences to generate original two-dimensional artmaking ideas.
2. Engage in self-directed play with various materials.
3. Communicate an idea using the elements of art.
4. Describe processes used to make two-dimensional art.
5. Consider and discuss why people create and enjoy works of art.

Resources

- NAEA: Bloom's Taxonomy (<http://www.arteducators.org/learning/blooms-taxonomy>)

ESSENTIAL QUESTIONS

1. What is two-dimensional artwork?
2. How does the understanding and use of two-dimensional art materials, processes, tools, and technology help me create artwork?
3. How does the understanding of art elements, principles, and images help me communicate ideas through two-dimensional design?
4. Why should I create art?

STANDARDS VOCABULARY

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STAGE 2: ASSESSMENT EVIDENCE

Talking about Art

Summative: Visual Arts Project

Students describe their artworks and efforts and share their art making processes using the attached rubric.

Ping Pong Critique

Formative: Class Discussion

The teacher writes thought-provoking questions on ping pong balls and places them in a jar. Students must draw a ball and talk or write about the question. As they get better, students can write their own questions to place in the jar.

Self-Critique

Formative: Self Assessment

Students can use a self-critique to improve the quality of their artwork.

Music and Lines

Formative: Visual Arts Project

Students will create varying types of lines within a composition, while listening to music.

Color and Tar Beach

Summative: Visual Arts Project

Students will create a visual narrative using Ringgold's work, memory, and experiences as inspiration.

Shapes and Henri Matisse

Summative: Visual Arts Project

Students can cut and paste shapes to create original artwork, using Henri Matisse as inspiration.

Resources

- Sample Project Rubric_19766.doc (Document)
- Ping Pong Critique_19770.docx (Document)
- KSelf-Critique_19772.pdf (Document)
- AOE: 20 Quick Formative Assessments You Can Use Today
(<http://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>)

STAGE 3: LEARNING PLAN

LEARNING EXPERIENCES

1. Creative Project: Line and the Twittering Machine. Students will engage in a discussion using Paul Klee's *Twittering Machine*. (See Link.) The students can name different kinds of lines.
2. Creative Project: Music and Lines. Students will create varying types of lines within a composition, while listening to music.
3. Creative Project: Color and Tar Beach. Students will engage in a discussion using Faith Ringgold's quilted artwork, *Tar Beach*. The students can identify primary colors in the artwork. Students will then create a visual narrative using Ringgold's work, memory, and experiences as inspiration.
4. Creative Project: Shapes and Henri Matisse. After the teacher reads *Henri Matisse: Drawing with Scissors* aloud to the students, they can discuss the artist's use of shape. Students can then cut and paste shapes to create original artwork.

Resources

- Tar Beach by Faith Ringgold (<http://www.faithringgold.com/ringgold/book01.htm>)
- Video: Twittering Machine (<http://www.watchknowlearn.org/Video.aspx?VideoID=49341&CategoryID=14878>)
- Tar Beach at Guggenheim (<http://www.guggenheim.org/new-york/collections/collection-online/artwork/3719>)
- Henri Matisse (http://www.henri-matisse.net/cut_outs.html)
- MoMA Twittering Machine (http://www.moma.org/collection/object.php?object_id=37347)

RESOURCES

1. **iPad Resources**
2. **Literature Connections**
 - The Cat and the Bird: A Children's Book Inspired by Paul Klee* by Graldine Elschner
 - Dreaming Pictures: Paul Klee (Adventures in Art (Prestel)* by Paul Klee and Juergen von Schemm
 - Visiting Vincent Van Gogh (Adventures in Art (Prestel)* by Caroline Breunese
 - Vincent's Colors* by Vincent van Gogh
 - Katie and the Starry Night* by James Mayhew
 - Katie Meets The Impressionists (Scholastic Bookshelf)* by James Mayhew
 - Katie and the Waterlily Pond: A Magical Journey Through Five Monet Masterpieces* by James Mayhew
 - Henri Matisse: Drawing with Scissors (Smart About Art)* by Jane O'Connor
 - Vincent Van Gogh: Sunflowers and Swirly Stars (Smart About Art)* by Joan Holub

Resources

- Dick Blick Lesson Plans (<http://www.dickblick.com/lesson-plans/>)
- Crayola Lesson Plans (<http://www.crayola.com/lesson-plans/>)
- Grade-by-Grade Guide to Building Visual Arts Lessons (http://www.getty.edu/education/teachers/building_lessons/guide.html)
- iPad Art Room (<http://www.ipadartroom.com/>)
- An Art Room Library 2: Early Readers and Popular Literary Characters (<http://talesfromthetravellingartteacher.blogspot.com/2014/02/an-art-room-library-2-early-readers-and.html>)
- Art Lessons from Arttango (<http://www.arttango.com/>)
- Art Lessons from the Art of Education (<http://www.theartofed.com/lessons/>)