

Art Curriculum Guide

Toddler

Course Description: The toddler art class is an experiential and experimental class for our youngest students. Emphasis is placed on shape and color recognition and development of fine motor skills. Age appropriate literature is often used to visually aid the young learner in the art experience that day. For example, a book about colors might be used to teach recognition and vocabulary and then the child would have the opportunity to explore those colors using tissue paper, paints, markers, crayons, paper, etc. It is less about the end result and more about a non-intimidating, fun and stimulating art experience.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Recognition of colors and shapes
- Development of fine motor skills and sensory skills
- Use of art vocabulary
- Development of an interest in the creative process
- Art is the beginning of handwriting
- Learning the relationship between cause and effect
- Non-verbal communication skills
- Learning self-control through listening skills
- Beginning use of imagination

Instructional Methods/Strategies: The teacher is prepared with a story or visual aid to share in class and provide an example to the children. Class begins on the carpet where we work on listening skills, and then we move to tables for the art experience. The teacher moves between all tables and offers individual help and encouragement to each child. Class ends with smiles and the ASL (American Sign Language) sign for “Thank You,” and artwork can be taken home that day unless it needs to stay and dry.

Pre-Kindergarten (3 and 4 Year Olds)

Course Description: Pre-K art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts such as pattern. Spatial awareness, critical thinking, fine motor skill development, and problem solving are skills beginning to develop at this age. Topics initiated by the teacher are used as a springboard for discussion and development of ideas. There is more pre-planning and preparation of supplies for projects but as in all grades, choice is encouraged in both material and how to bring the creation to life. Many times, a book will be used to help teach a concept such as pattern or feelings. The students then engage in a short discussion about what they are going to make before coming up for their supplies (given out by the teacher) and returning to their desks to begin.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Shape and color recognition
- Use of art vocabulary
- Students begin to understand how art can help them express their ideas
- A concept of space and use of lines
- Fine motor skills and tactile experiences
- Developing use of imagination

Instructional Methods/Strategies: The bond between student and teacher is extremely important because trust fosters a stronger sense of independence, which is necessary to the art experience. At this age, allowing the students to experiment with materials leads the child to develop a sense of positive self-esteem through choice and decision making. While use of verbal speech is important, in art class we also use ASL (American Sign Language) to talk about colors and concepts. This helps the children understand how non-verbal communication such as art can communicate silently.

Kindergarten

Course Description: In kindergarten art, students will begin learning how to draw step by step and explore new art mediums. To encourage this, topics initiated by the teacher are used as a springboard for discussion and development of ideas. There is more structure within the planning for the project (some pre-prepared materials) but as in all grades, choice is encouraged in both material and how to bring the creation to life. The focus in kindergarten art is to help the student develop art skills such as spatial awareness and to introduce art materials in a new way, such as in mixing watercolor with crayon for example. Students at this age have begun to become aware of making mistakes on their paper, and there is special attention paid to helping them learn to fix or work through those mistakes and understand that it is OK to not be perfect.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to lower elementary art class such as cutting with scissors
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting
- Fine motor skills and grip are strengthened

Instructional Methods/Strategies: Class begins with a focus on a topic followed by a demonstration on the board or at a table. Step-by-step drawing instructions or a demo on how to use a new material may be given at that time. A brief discussion then follows to ensure that all students have an understanding of expectations and process. This allows the students to ask any questions or voice concerns they may have about the materials or instructions. Following that, the art experience begins and the teacher circulates throughout the room, offering help and encouragement. The students are encouraged to visit the art cart to go “shopping” for supplies they may wish to use. This encourages a sense of independence and helps them to be responsible for their choices. Class ends with cleaning up and a brief discussion of how they felt about the experience.

First Grade

Course Description: In 1st grade art, students usually already have an avid interest in learning how to draw step-by-step and explore new art mediums. To encourage this, topics initiated by the teacher are used as a springboard for discussion and development of ideas. There is more focus on structure and planning for the projects but as in all grades, choice is encouraged in both material and how to bring the creation to life. The focus in 1st grade is to help the student develop skills in art such as spatial awareness and to introduce art materials in a new way, such as in mixing watercolor with crayon for example. Students at this age have begun to become aware of making mistakes on their paper, and there is special attention paid to helping them learn to fix or work through those mistakes and understand that it is OK to not be perfect.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to lower elementary art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting
- Fine motor skills becoming more advanced

Instructional Methods/Strategies: Class begins with a focus on a topic followed by a demonstration on the board. Step-by-step drawing instructions or a demo on how to use a new material may be given at that time. A brief discussion then follows. This allows the students to ask any questions or voice concerns they may have about the materials or instructions. Following that, the art experience begins and the teacher circulates throughout the room, offering help and encouragement. The students are encouraged to visit the art cart to go “shopping” for supplies they may wish to use. This encourages a sense of independence and helps them to be responsible for their choices. Class ends with cleaning up and a brief discussion of how they felt about the experience.

Second Grade

Course Description: Art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts. Spatial awareness, critical thinking, and problem solving are skills that are heavily developed and utilized in the application of the creative process. Art is interdisciplinary, often bringing in literacy, math, and science concepts as well as drawing on knowledge of the social/emotional world around us. In 2nd grade, technical skills play a big role in the classroom and a playful approach such as the introduction of “art games” is utilized to keep students engaged and to introduce new subject areas such as cartooning and character development. Students enjoy creating things that are more personal and they also enjoy beginning to mix mediums to create new and interesting effects in their work. 3-D art is introduced and sculpture projects begin.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self-assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting
- Motor skills enhanced

Instructional Methods/Strategies: The classroom art experience is an essential part of each student’s day. Positive interaction between teacher and student fosters a sense of trust and connection as well as self-esteem. Through the use of varied materials such as visual language, books, an assortment of supplies that can be mixed or used independently, and thematic approaches involving questions and discussions, students have an enriching and positive creative experience. Exploration and experimentation mixed with learned and applied skills facilitates a conducive and non-intimidating creative environment and opportunity for self-esteem to grow within each child. Students receive much encouragement throughout their process and thoughts and discussion are encouraged and welcomed!

Third Grade

Course Description: Art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts. Spatial awareness, critical thinking, and problem solving are all skills that are heavily developed and utilized in the application of the creative process. Art is interdisciplinary, often bringing in literacy, math, and science concepts as well as drawing on knowledge of the social/emotional world around us. In 3rd grade, technical skills play a bigger role in the classroom and a playful approach such as the introduction of “art games” is utilized to keep students engaged and introduce new subject areas such as cartooning and character development. Students also enjoy mixing mediums to create new and interesting effects in their work, such as with collage. 3-D art is introduced and sculpture projects begin.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self-assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting

Instructional Methods/Strategies: The classroom art experience is an essential part of each student’s day. Positive interaction between teacher and student fosters a sense of trust and connection as well as self-esteem. Through the use of varied materials such as visual language, books, an assortment of supplies that can be mixed or used independently, and thematic approaches involving questions and discussions, students have an enriching and positive creative experience. Exploration and experimentation mixed with learned and applied skills facilitates a conducive and non-intimidating creative environment and opportunity for self-esteem to grow within each child. Students receive much encouragement throughout their process and thoughts and discussion are encouraged and welcomed!

Fourth Grade

Course Description: Art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts. Spatial awareness, critical thinking, and problem solving are all skills that are heavily developed and utilized in the application of the creative process. Art is interdisciplinary, often bringing in literacy, math, and science concepts as well as drawing on knowledge of the world around us. In 4th grade, technical skills play a bigger role in the classroom and a playful approach such as the introduction of “art games” is utilized to keep students engaged and introduce new subject areas such as cartooning and character development. The teacher oversees the class and offers mentoring when needed, teaches skill development, and ensures the safety of the class environment. This style of classroom pedagogy encourages autonomy, self-regulation, and good decision making; these are some of the skills they will need for life.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self-assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting

Instructional Methods/Strategies: The classroom art experience is an essential part of each student’s day. Interaction between teacher and student fosters a sense of trust and connection. Through the use of varied materials such as visual language, books, an assortment of supplies that can be mixed or used independently, and thematic approaches involving questions and discussions, students have an enriching and positive creative experience. Exploration and experimentation mixed with learned and applied skills facilitates a conducive and non-intimidating learning environment and opportunity for self-esteem to grow within each child.

Fifth Grade

Course Description: Art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts. Spatial awareness, critical thinking, and problem solving are skills that are heavily developed and utilized in the application of the creative process. Art is interdisciplinary, often bringing in literacy, math, and science concepts as well as drawing on knowledge of the world around us. In 5th grade, technical skills play a bigger role in the classroom and a playful approach such as the introduction of “art games” is utilized to keep students engaged and introduce new subject areas such as cartooning and character development. The teacher oversees the class and offers mentoring when needed, teaches skill development, and ensures the safety of the class environment. This style of classroom pedagogy encourages autonomy, self-regulation, and good decision making; these are some of the skills they will need for life.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self-assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting

Instructional Methods/Strategies: The classroom art experience is an essential part of each student’s day. Interaction between teacher and student fosters a sense of trust and connection. Through the use of varied materials such as visual language, books, an assortment of supplies that can be mixed or used independently, and thematic approaches involving questions and discussions, students have an enriching and positive creative experience. Exploration and experimentation mixed with learned and applied skills facilitates a conducive and non-intimidating learning environment and opportunity for self-esteem to grow within each child.

Sixth Grade

Course Description: Art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts. Spatial awareness, critical thinking, and problem solving are skills that are heavily developed and utilized in the application of the creative process. Art is interdisciplinary, often bringing in literacy, math, and science concepts as well as drawing on knowledge of the world around us. In 6th grade, art class becomes more of a studio experience and a TAB (Teaching Artistic Behaviors) approach is taken for these grades. Older students have a desire to create based on topics that are relevant to them such as social, cultural, special interest, and motivational subjects. In the TAB classroom setting, students exercise independence in choosing their medium(s), setting up, and cleaning up. The teacher oversees the class and offers mentoring when needed, teaches skill development, and ensures the safety of the class environment. This style of classroom pedagogy encourages autonomy, self-regulation, and good decision making; these are some of the skills they will need for life.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self-assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting

Instructional Methods/Strategies: The classroom art experience is an essential part of each student's day. Interaction between teacher and student fosters a sense of trust and connection. Through the use of varied materials such as visual language, books, an assortment of supplies that can be mixed or used independently, and thematic approaches involving questions and discussions, students have an enriching and positive creative experience. Exploration and experimentation mixed with learned and applied skills facilitates a conducive and non-intimidating learning environment and opportunity for self-esteem to grow within each child.

Seventh Grade

Course Description: Art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts. Spatial awareness, critical thinking, and problem solving are all skills that are heavily developed and utilized in the application of the creative process. Art is interdisciplinary, often bringing in literacy, math, and science concepts as well as drawing on knowledge of the world around us. In 7th grade, art class becomes more of a studio experience and a TAB (Teaching Artistic Behaviors) approach is taken for these grades. Older students have a desire to be more reflective and create based on topics that are relevant to them such as social, cultural, special interest, and motivational subjects. In the TAB classroom setting, students exercise independence in choosing their medium(s), setting up, and cleaning up. The teacher oversees the class and offers mentoring when needed, teaches skill development, and ensures the safety of the class environment. This style of classroom pedagogy encourages autonomy, self-regulation, and good decision making; these are some of the skills they will need for life.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self-assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting

Instructional Methods/Strategies: The classroom art experience is an essential part of each student's day. Interaction between teacher and student fosters a sense of trust and connection. Through the use of varied materials such as visual language, books, an assortment of supplies that can be mixed or used independently, and thematic approaches involving questions and discussions, students have an enriching and positive creative experience. Exploration and experimentation mixed with learned and applied skills facilitates a conducive and non-intimidating learning environment and opportunity for self-esteem to grow within each child.

Eighth Grade

Course Description: Art is a class that is designed with the goal of helping the students develop confidence through decision making and experimentation with mixed media supplies and design concepts. Spatial awareness, critical thinking, and problem solving are all skills that are heavily developed and utilized in the application of the creative process. Art is interdisciplinary, often bringing in literacy, math, and science concepts as well as drawing on knowledge of the world around us. In 8th grade, art class becomes more of a studio experience and a TAB (Teaching Artistic Behaviors) approach is taken for these grades. Older students have a desire to be more reflective and create based on topics that are relevant to them such as social, cultural, special interest, and motivational subjects. In the TAB classroom setting, students exercise independence in choosing their medium(s), setting up, and cleaning up. The teacher oversees the class and offers mentoring when needed, teaches skill development, and ensures the safety of the class environment. This style of classroom pedagogy encourages autonomy, self-regulation, and good decision making; these are some of the skills they will need for life.

Goals/Objectives: Students will be able to achieve and demonstrate the following:

- Learning, applying, and reinforcement of new technical skills that are relevant to art class
- Identifying elements of art and design principles such as shape, color, texture, and pattern
- Non-verbal communication skills and expression
- Self-control and learning/demonstrating responsible behavior in the classroom
- Social, emotional, cultural, spatial, and physical awareness
- Coping skills and relaxation/stress management
- Emphasis on turning mistakes into opportunities rather than starting over
- Self-assessment and peer encouragement
- Increased organizational and perceptual skills
- Establishment of independent and artistic goal setting

Instructional Methods/Strategies: The classroom art experience is an essential part of each student's day. Interaction between teacher and student fosters a sense of trust and connection. Through the use of varied materials such as visual language, books, an assortment of supplies that can be mixed or used independently, and thematic approaches involving questions and discussions, students have an enriching and positive creative experience. Exploration and experimentation mixed with learned and applied skills facilitates a conducive and non-intimidating learning environment and opportunity for self-esteem to grow within each child.