ELEMENTARY ART SYLLABUS Grades 1 - 5

Ms. Patricia Gómez

Art at the elementary school level initiates, develops, and encourages:

* Individual expression
* Imaginative expression and sharing
* Students' aesthetic awareness
* Learning to "see" as an artist and become a visual learner
* Knowledge and use of various media and art techniques
* An introduction significant artists throughout art history
* An introduction to different genres and movements throughout art history
* An introduction to an artist's glossary of terms
* An integrated curriculum through the visual arts

*The emphasis in art classes is on student experience in the process of class work projects and art appreciation. Students shall learn to utilize art qualities, familiarize themselves with various mediums, technical skills, subjects, artists, and genres.

*Creating in themes. Students create works for seasonal and yearly themes as topics for their artwork. (Halloween, Christmas, Valentine’s Day, Mother's Day, Cabildo - Independencia de Cartagena, etc.)

INTRODUCTION TO ALL MEDIA, INCLUDING PROPER MANIPULATION, COORDINATION AND USE OF ALL TOOLS AND MATERIALS.

DRAWING:
Pencils, crayons, markers, colored pencils, pastel chalk, oil pastels, pen and ink, contour line, shading, cross hatching, perspective, overlapping, scale, positive-negative drawing space, figure drawing, still life...

PAINTING:
Watercolor, acrylic painting, painting sculpture, portrait painting, painting a mural...

PRINTMAKING:
Mono print, stamp making, roll and press

PAPER:
Drawing paper, construction paper, metallic paper, tissue paper, tracing paper, watercolor paper, cutting, folding, paper manipulation, paper weaving, paper mosaics, collage, paper Mache, paper sculpture, paper masks...

SCULPTURE:
Paper, additive sculpture, pinch, wedging, relief sculpture, slab construction, architecture, clay

ART GENRES:
Impressionism, Expressionism, Op-art, Pop-art, abstract, cartoonist, cubist, realist, surrealism

ARTISTS THROUGH HISTORY:
* Artists such as: Jackson Pollack, Piet Mondrian, Henri Matisse, Wassily Kandinsky, Keith Herring, Vincent Van Gogh, Joan Miro, Alexander Calder, Pablo Picasso, Claude Monet, Salvador Dali, Marc Chagall, Rene Magritte, Roy Lichtenstein, Andy Warhol, and Norman Rockwell, Alejandro Obregón, Botero, have been introduced.
OBJECTIVE GOALS, SCOPE AND SEQUENCE FOR GRADES 1-5

• 1st & 2nd Grade

ELEMENTS OF ART

* Visual ELEMENTS OF ART such as line, color, shape, value, form, texture and space are introduced

* Lessons will focus on sensory experience of their relation and understanding of nature and their environment, pulling from personal life experiences with visual representation through art.

* Students are asked to use their imagination as a resource and express through multiple mediums such as drawing, coloring, painting, collage, modeling clay, sculpture.

* Students' goals include: holding writing utensils, and coloring tools such as markers, crayons, and paint brushes, basic folding, tearing, cutting, basic paper manipulation (such as folding, curling), pasting.

* Construction of art works through an additive process, for example drawing using types of line or types of shapes pieces by piece building.

• 3rd Grade:

PRINCIPLES OF DESIGN – “OTHER WAYS TO SEE ART”

* Students are able to create narratives and epics. Hand-eye coordination is developed to the point where many complex drawings can be achieved on grade level by a series of simple steps (perspective drawing).

* Visual PRINCIPLES OF DESIGN such as balance, emphasis, pattern, contrast, movement, rhythm and unity are introduced

* Art experience through imitation or modeling will teach students to "see as artists" and use basic elements and principles of design to construct their own works of art.

* Students are introduced into Impressionism, Cubism, Surrealism, Optical Art, 3D-Perspective drawing as “other ways to see art.”

* Students enjoy the "narrative process" and grand use of imagination in the process of creating at this time. (I.e. surrealism)

* Terms and concepts such as positive/negative spaces, cityscape, details, and perspective: near and far (large and small), overlapping, imaginative, and background and foreground are introduced.

* Art History and artists: Da Vinci, Van Gogh, Picasso, Braque, Miro, Renee Magritte, Chagall,
• **4th Grade:**

**ART HISTORY TIMELINE**
* Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
* Art styles, art history, and art appreciation from other cultures are a focus as students refer to the historical art timeline.

* Students create 2dimensional and 3dimentional projects imitating art from different periods of time understanding the importance of the process as well as the product in art-making.

* A great range of materials, media and techniques are used in the construction process of sculptures, architectural models and painting recreations.
* Styles and topics include ancient Egyptian, Greek, Roman, Gothic, Renascence, Ancient cultures, folk art.

• **5th Grade**

**ART EXPRESSION AND COMMUNICATION:**

* Students become more aware of the value of art in their own worlds. Concepts such as art appreciation, art as function, art in cultures, and art professions is explored.

* Art in popular culture (such as television, film, and technology) are all more recognizable by students.

* Students identify and design icons and logos as symbols and other graphic devices as symbols for ideas and information.
* Genres include expressionism, abstract expressionism, pop art, Murals, Graffiti Art
* Terms and concepts include still life, pose, gesture drawing, composition, architecture, construct, photography, graphic design, advertising, animation, caricature, cartoons.

* Abstract art is thoroughly explored.

* Artists such as Wasily Kandinsky, Jackson Pollock, Robert Delaunay, Edward Munch, Lichtenstein, Andy Warhol, and Norman Rockwell are introduced.
**ASSESSMENT**

*Evaluation is based on development of projects and assignments done during class time and on final product according to following criteria:

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<thead>
<tr>
<th>Criteria</th>
<th>Goal</th>
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<tbody>
<tr>
<td>Developing skills at grade level – Shows growth - takes risks to discover</td>
<td>I produce high quality, creative work. I show originality and take risks to learn new.</td>
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<tr>
<td>Understanding and application of Art Concepts and lesson objectives</td>
<td>I apply all art concepts, especially those stressed for the project. I solve problems myself.</td>
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<td>Participation and effort</td>
<td>I always participate in class and always use class time well</td>
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<td>Use and care of Materials</td>
<td>I used all materials appropriately with no reminders. I always clean up</td>
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<tr>
<td>Behavior</td>
<td>I always follow all classroom rules and never cause a classroom disturbance. I am Always helpful.</td>
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