



*Elementary  
Visual Arts  
Curriculum  
Essentials Document*



*Boulder Valley School District  
Department of Curriculum and Instruction  
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**Boulder Valley School District  
Board of Education****District A**

Helayne Jones, Ed.D.  
helayne.jones@bvsd.org  
voice-mail: 303.245.5815  
fax: 303.545.6477

**District C**

Laurie Albright, Ed.D.  
laurie.albright@bvsd.org  
voice-mail: 303.245.5817

**District E**

Patti J. Smith  
patti.smith@bvsd.org  
voice-mail: 303.245.5816

**District G - Treasurer**

Jim Reed  
jim.reed@bvsd.org  
voice-mail: 303.245.5819

**District B - Vice President**

Lesley Smith, Ph.D.  
lesley.smith@bvsd.org  
voice-mail: 303.245.5814

**District D - President**

Ken Roberge  
ken.roberge@bvsd.org  
voice-mail: 303.245.5813

**District F**

Jean Paxton  
jean.paxton@bvsd.org  
voice-mail: 303.245.5818  
fax: 303.438.8572

**BVSD Superintendent**

Christopher King, Ph.D.  
superintendent@bvsd.org  
phone: 303.447.5114  
fax: 303.447.5134

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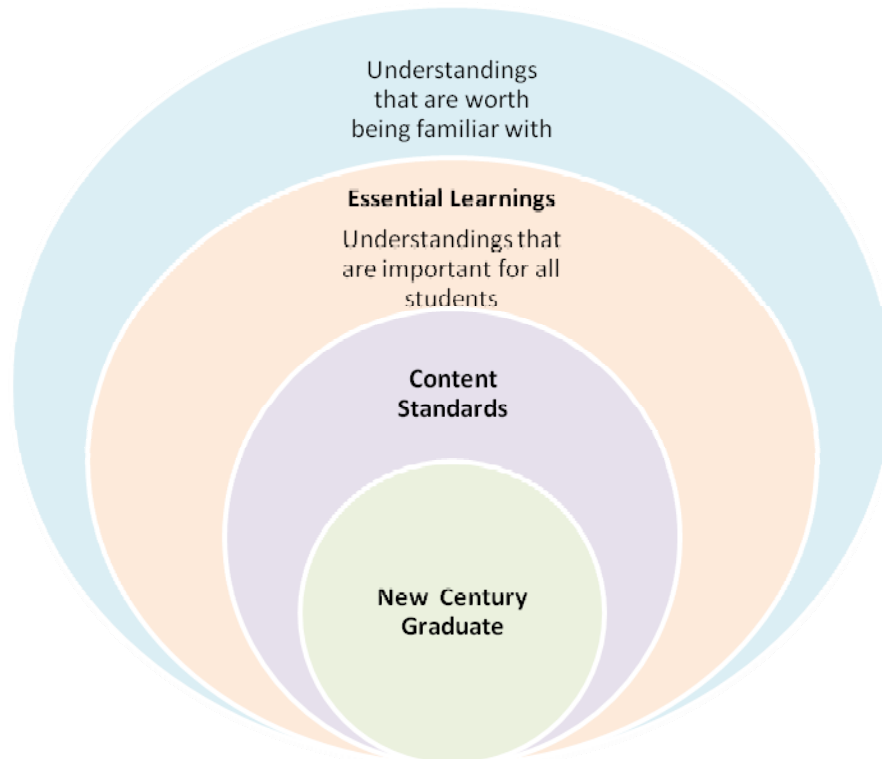
### Elementary Visual Arts Curriculum Essentials

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# *General Introduction*

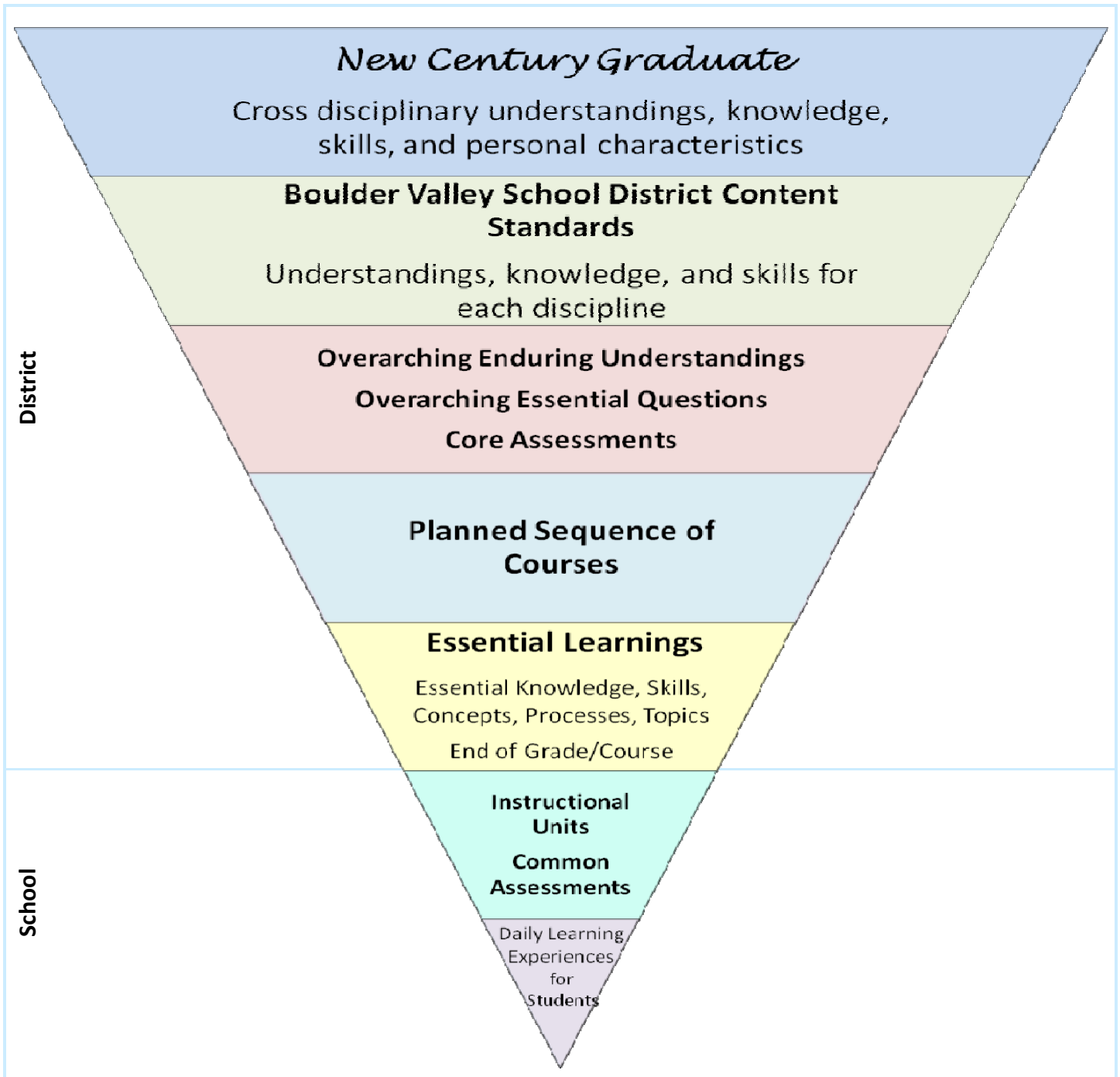
## What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

## Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

## *New Century Graduate* **Knowledge and Skills**

### **Life Competencies**

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

### **Communication: Speaking and Writing**

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

### **Multicultural/Global Perspective**

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

### **Literacy: Reading**

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

### **Mathematics**

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

### **History**

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

### **Science**

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

### **Arts**

Experiences and appreciates music, visual arts, dance and theater.

## *New Century Graduate* **Personal Characteristics**

### **Respect for Others (Values Others)**

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

### **Initiative and Courage**

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

### **Citizenship**

Understands his or her role and responsibilities and contributes to the community, nation, and world.

### **Responsibility**

Takes responsibility for own thoughts and actions, accepting the consequences.

### **Ethical Behavior**

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

### **Flexibility and Open Mindedness**

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

### **Self-respect**

Possesses self-respect and confidence, while recognizing one's own limitations.

## What are Enduring Understandings and Essential Questions?

**Enduring Understandings** are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

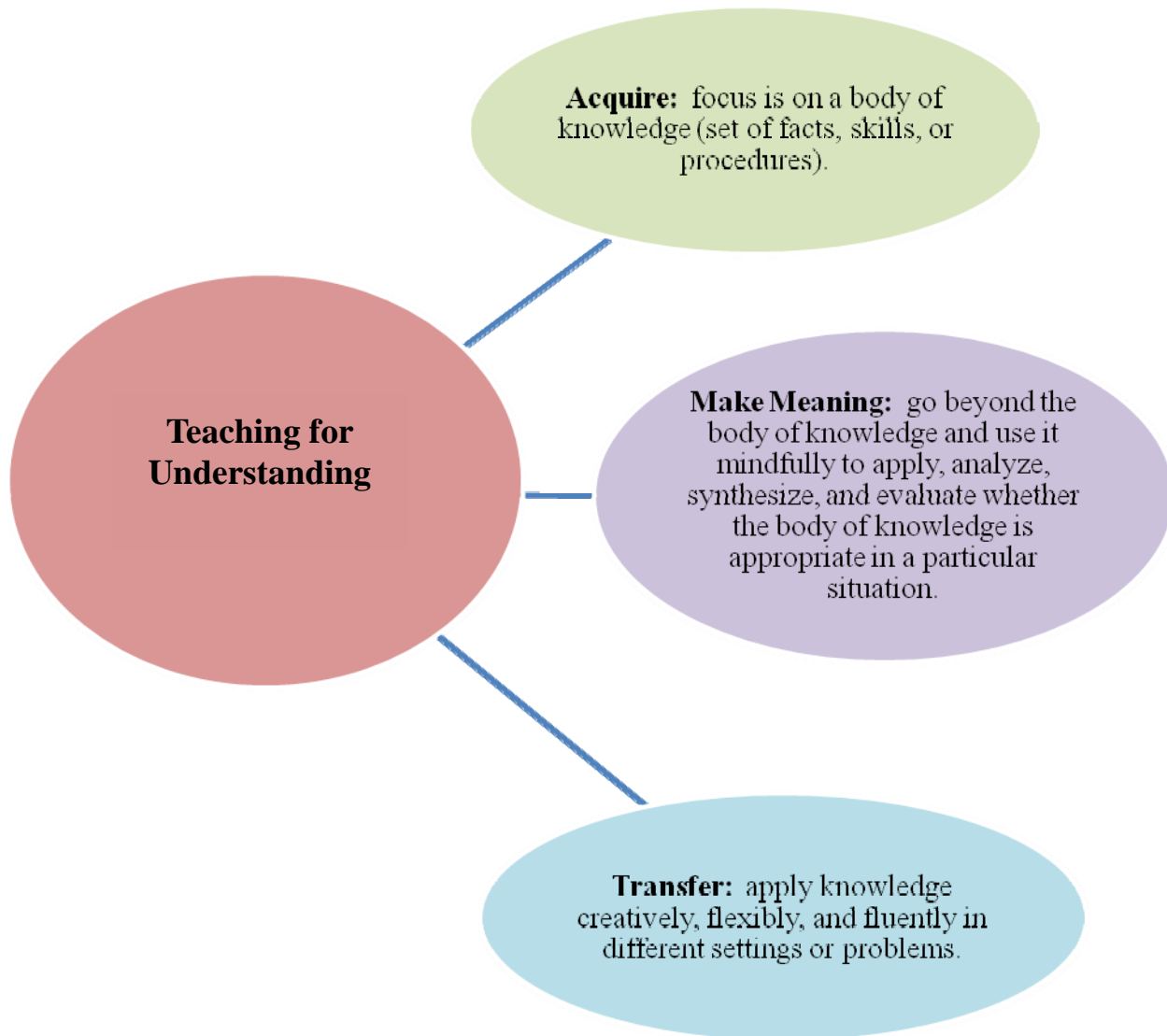
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

**Essential Questions** provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

## Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



## What Does it Mean to Understand?

### Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

### Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

### Explanation

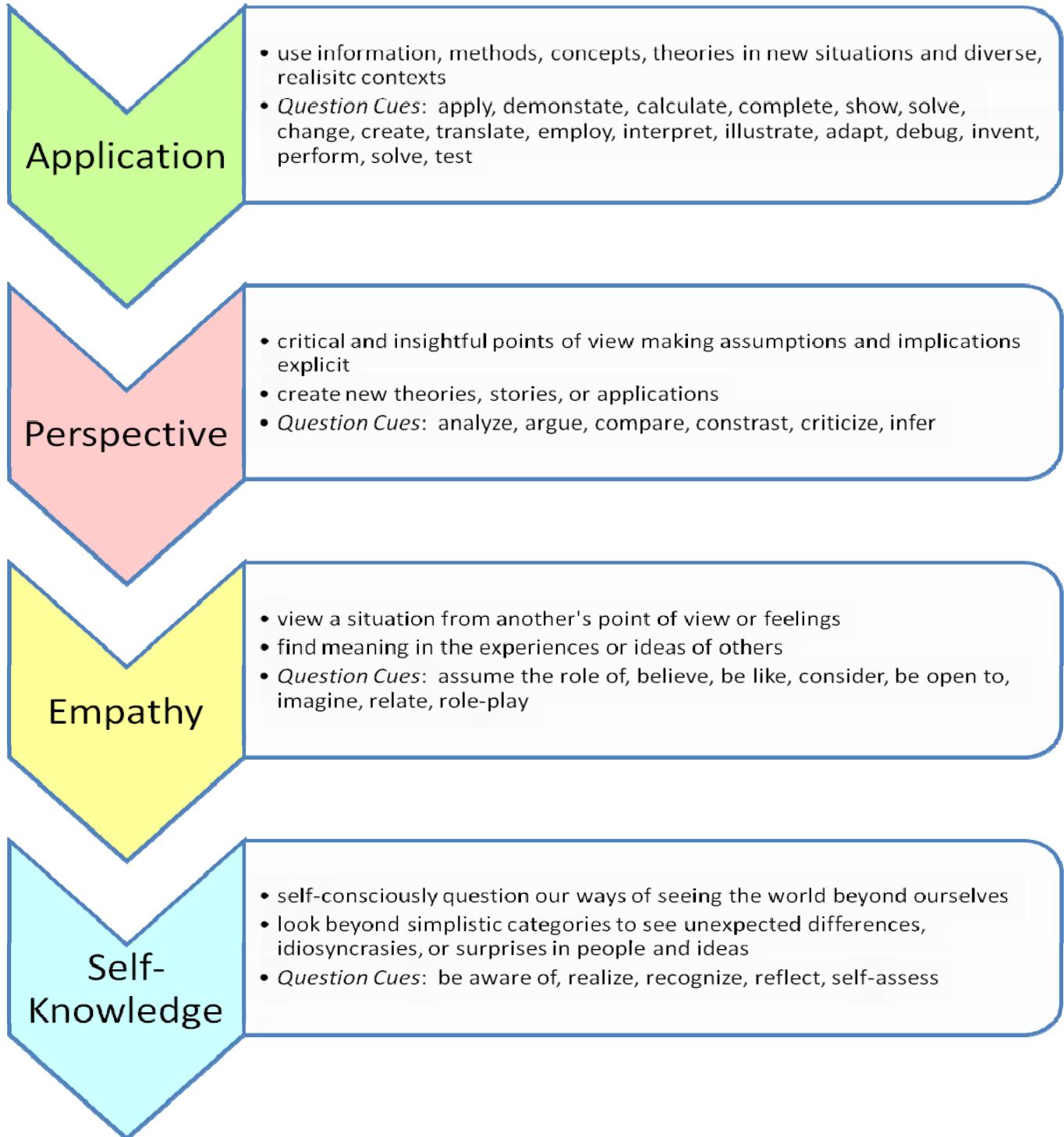
- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

### Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

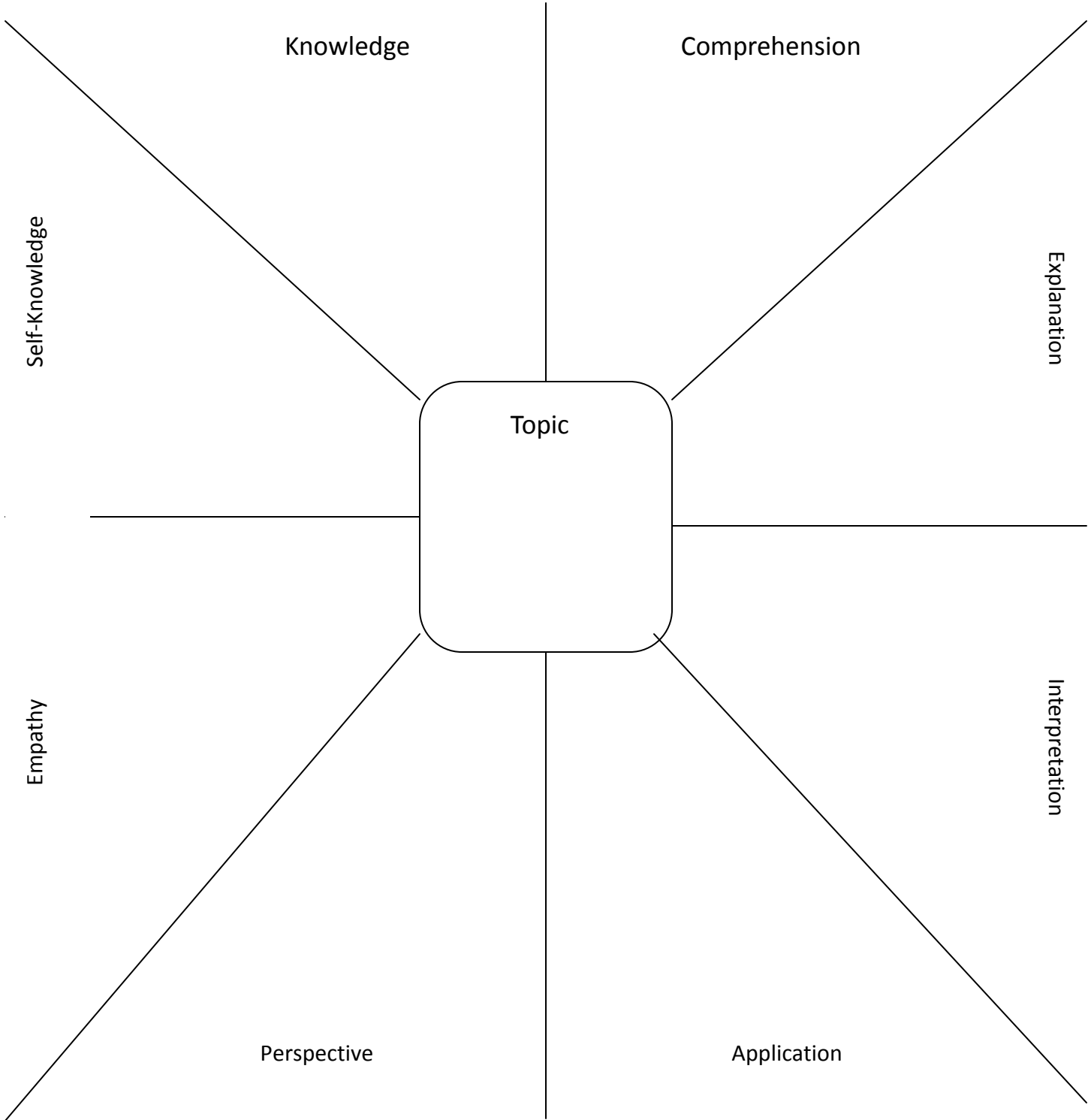
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

## What Does it Mean to Understand? (continued)



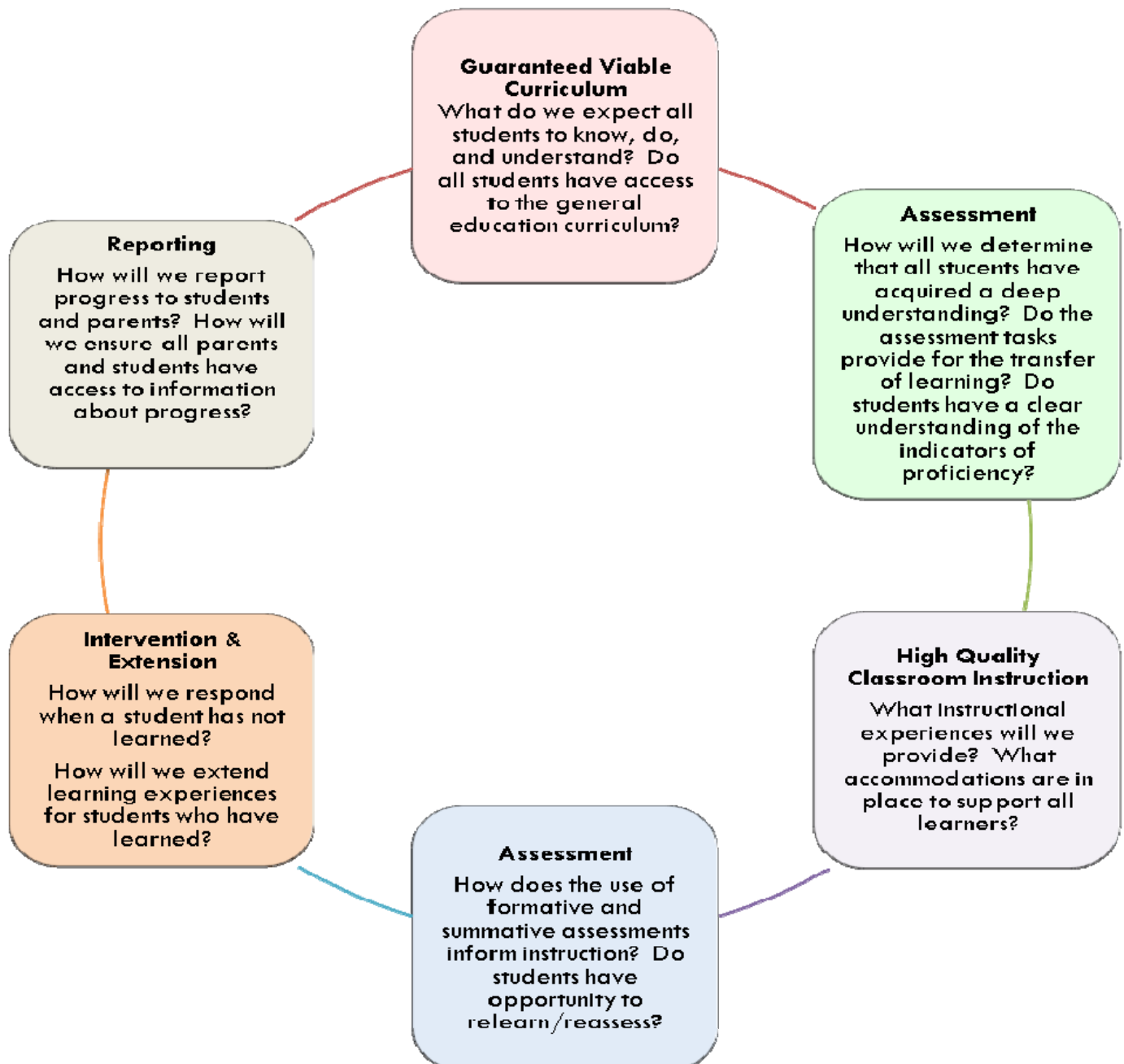
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

### Levels of Understanding Essential Questions



## Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



## Characteristics of a Boulder Valley School District Standards-based Classroom

### Curriculum

*All Students Have Access to the General Education Curriculum*

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

### Instruction

*Quality Instruction Demands Student-Teacher Collaboration in the Learning Process*

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

## Characteristics of a Boulder Valley School District Standards-based Classroom

### Assessment

*Assessments are Tightly Aligned to the Standards*

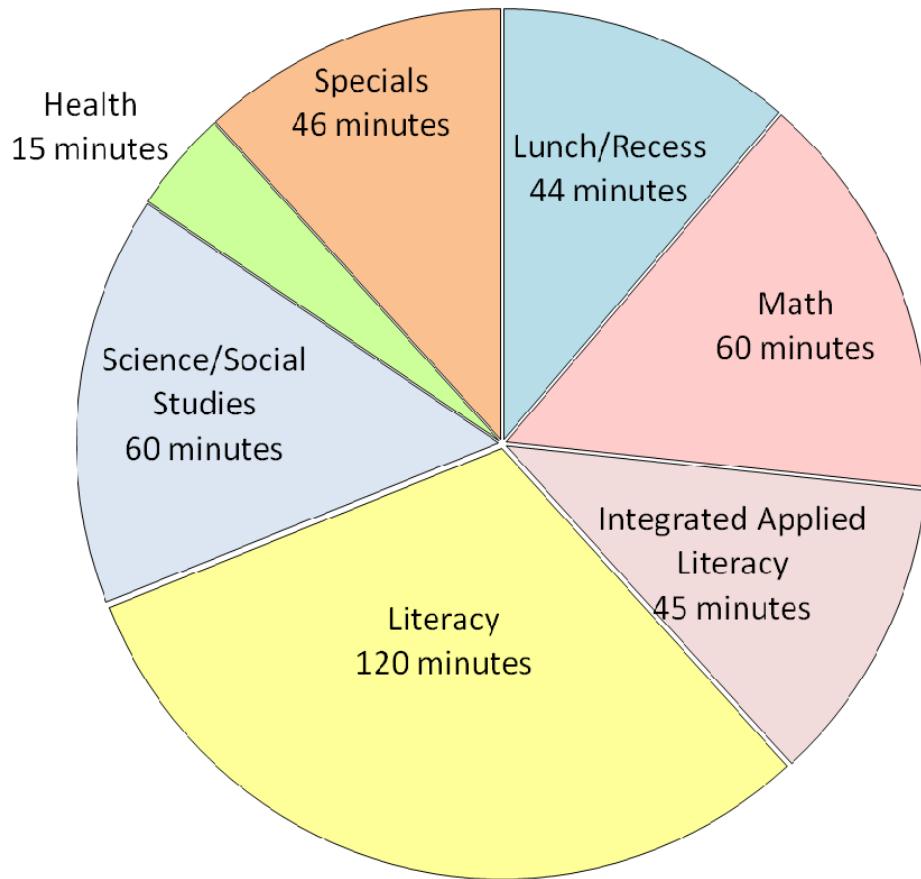
- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

### Learning Environment

*A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members*

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

## Elementary Instructional Minutes



# *Design Templates*

## Unit Design Template

<b>Desired Results</b>	
<b>BVSD Standard(s)/Essential Learnings</b>	
<b>Unit Enduring Understandings</b>	<b>Unit Essential Questions</b>
<b>Students will know.....</b>	<b>Students will be able to.....</b>
<b>Assessment Evidence</b>	
<b>Performance/Transfer Tasks</b>	<b>Other Evidence</b>
<b>Rubric</b>	<b>Student Self-Assessment and Reflection</b>

**Unit Design Template (continued)**

**Learning Plans**

**Learning Activities**

**Materials**

**Accommodations**

**Technology Integration**

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Curriculum Map

	August	September	October	November	December
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

## Curriculum Map

	January	February	March	April	May
<b>Standards/Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

## Curriculum Map

### Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

# Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

# Curriculum Map

**Unit:**

**Timing:**

<b>Standards/Essential Learnings</b>	
<b>Enduring Understandings</b>	<b>Assessment</b>
<b>Essential Questions</b>	<b>Knowledge and Skills</b>
	<b>Learning Activities</b>
	<b>Accommodations</b>
	<b>Materials</b>

## Curriculum Glossary of Terms

<b>Anchor</b>	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
<b>Assessment</b>	Assessment refers to the act of determining a value or degree.
<b>Authentic assessment</b>	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
<b>Backward Design</b>	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
<b>Benchmark</b>	Clearly demarcated progress points that serve as concrete indicators for a standard.
<b>Big Idea</b>	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
<b>Concept</b>	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
<b>Content Standard</b>	A content standard answers the question, “What a student should know, do or understand?”
<b>Curriculum</b>	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
<b>Curriculum Implementation</b>	Curriculum implementation is putting the curriculum into place.
<b>Curriculum Mapping</b>	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
<b>Enduring Understanding</b>	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

## Curriculum Glossary of Terms (continued)

<b>Essential Learnings</b>	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
<b>Essential Question</b>	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and un-coverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
<b>Essential Topics, Skills, Processes, Concepts</b>	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
<b>Formative assessment</b>	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
<b>Guaranteed Viable Curriculum</b>	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
<b>Learning Activities</b>	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
<b>Performance Task</b>	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
<b>Prerequisite knowledge and skill</b>	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

## Curriculum Glossary of Terms (continued)

<b>Processes</b>	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
<b>Product</b>	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
<b>Rubric</b>	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
<b>Scope and Sequence</b>	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
<b>Strategies</b>	Strategies are procedures, methods, or techniques to accomplish an essential learning.
<b>Summative assessment</b>	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

# *Visual Arts Introduction*



## Boulder Valley School District Visual Arts Background

### Introduction

The Boulder Valley Elementary Visual Arts Curriculum provides the foundation for quality, standards-based visual arts instruction for elementary students and represents the core program for which all elementary schools are accountable. This curriculum has three goals:

- To clearly articulate what every student should know, understand, and be able to do in visual arts at each grade level
- To align with the current Colorado Content Standards for Visual Arts
- To clarify visual arts content at each grade level so that concepts can be explored in greater depth and with fidelity

The elementary visual arts program serves the entire student population, kindergarten through the fifth grade. Students receive a minimum of 50 minutes a week of art instruction, taught by teachers who are specifically trained and certified as visual arts educators. The elementary visual arts curriculum provides a substantive framework to guide teacher instruction. The curriculum also communicates to parents and the community what skills and concepts are emphasized at each grade level.

### Philosophy

A strong arts education is integral to learning and has a positive impact on overall student achievement and engagement in school. Elementary art students are introduced to skills and experiences at each grade level that build a foundation for art expression, art knowledge, art criticism and visual literacy. The visual arts program capitalizes on students' enthusiasm for

discovery and inventiveness, and their need for development of cognitive, social and communication skills.

Students are provided with the opportunity to experience a variety of media art techniques and technology. The artistic process intrinsically teaches students to innovate, problem solve, think critically, and work collaboratively with others – essential skills in the twenty first century. Through weekly art classes, students are encouraged to observe and analyze content to construct meaning across the curriculum. An interdisciplinary approach establishes awareness of art and its place in our cultural heritage.

### History

In 1994 the U.S. Congress approved the Goals 2000: Educate America Act. This legislation established the arts, with specific standards for visual arts, as a core subject area in which students should be able to demonstrate competence.

The state of Colorado adopted Model Content Standards for Visual Arts in 1997, and the Boulder Valley Board of Education adopted the BVSD Academic Content Standards for Visual Arts, developed by the Visual Arts Curriculum Design and Writing Team, in 1999. The Boulder Valley Elementary Visual Arts Curriculum is based upon and aligned with these standards which are included in this document.

## Boulder Valley School District Visual Arts Content Standards

### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*



## Visual Arts Overarching Enduring Understandings and Essential Questions

### Overarching Enduring Understandings

- Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.
- Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.
- Artists' experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in works of art.
- Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.

### Overarching Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

## Visual Arts Essential Learnings K-5

### Kindergarten











- ✍ Recognizes that visual shapes express thoughts and feelings
- ✍ Develops an understanding that objects can be arranged together in order
- ✍ Acquires an understanding that sensory information is used in personal works of art
- ✍ Recognizes that artists create works of art using a variety of tools and materials in a safe and responsible manner
- ✍ Understands that art relates to everyday life and activities
- ✍ Demonstrates an understanding that people in all cultures create works of art
- ✍ Describes how artists express themselves in many different ways

### First Grade








- ✍ Uses personal experiences as a way to explore their immediate environment
- ✍ Understands the difference between line and shape
- ✍ Recognizes that shapes can be combined to create visual interest
- ✍ Analyzes how artists use various materials and tools for specific and experimental purposes
- ✍ Demonstrates appropriate use of materials and tools
- ✍ Develops an understanding that art is created in every culture throughout the world
- ✍ Analyzes works of art based on similarities

## Visual Arts Essential Learnings K-5

### Second Grade

-  Identifies meaning in works of art through artistic style and theme
-  Recognizes that creating art can be an individual or collaborative effort
-  Communicates how color, texture and form exist within natural and man-made environments and are used in art
-  Describes how color affects and expresses emotion
-  Expresses how color, texture, form and other elements can be organized into unified compositions
-  Creates colors for desired effect
-  Recognizes that texture can provide interesting details in works of art
-  Understands appropriate use of materials and tools
-  Compares the art and artifacts of other cultures with ones' own culture
-  Develops an understanding of artistic judgment

### Third Grade

-  Develops creativity as an essential element in the artistic process
-  Represents space in works of art through the overlapping of objects, atmospheric space, size relationships and placement of objects
-  Recognizes and manipulates spatial relationships using a variety of materials and techniques
-  Understands appropriate use of materials and tools
-  Analyzes how artists use space and form in their work
-  Understands how composition and space are manipulated within natural and fabricated environments
-  Develops an understanding of artistic interpretation

## Visual Arts Essential Learnings K-5

### Fourth Grade

- ✍ Identifies works of art through images, themes, and ideas
- ✍ Creates works of art to communicate meaning
- ✍ Analyzes the elements of art and principles of design in a variety of ways in works of art
- ✍ Recognizes that exploration and application of materials, tools, techniques, processes, and technology are important components of the visual art process
- ✍ Demonstrates appropriate use of materials and tools
- ✍ Articulates how arts and crafts help fulfill basic human need
- ✍ Interprets works of art based on visual properties and multiple meanings

### Fifth Grade

- ✍ Analyzes how intended meaning is communicated in the work of others
- ✍ Demonstrates how intended meaning is communicates in one's own work of art
- ✍ Expresses how the elements of art and principles of design determine the aesthetic choices made in artwork and in everyday life
- ✍ Clarifies how media and techniques can be distinguished and applied in works of art
- ✍ Demonstrates proper use of materials and tools
- ✍ Articulates the contributions of artists to society, cultures, and traditions
- ✍ Identifies careers that require explicit artistic skills
- ✍ Compares and contrasts various works of art through artistic analysis

## Visual Arts Scope & Sequence K-5

Standard	K	1	2	3	4	5
<b>Communication</b>	Visual Shapes	Personal Experience	Artistic Style  Theme	Creativity	Images Themes Ideas Meaning	Intended Meaning
<b>Perception</b>	Order of Objects  Sensory Information	Line  Shape  Combined Shapes	Color  Texture  Color and Emotion	Space  Dimension  Form  Composition	Elements of Art  Principles of Design	Aesthetic Choices
<b>Materials and Tools</b>	Variety of Experiences  Safe and Proper Use	Purposes of Materials and Tools  Safe and Proper Use	Color Effects  Textural Details  Appropriate Use	Spatial Relationships  Appropriate Use	Exploration  Application  Appropriate Use	Application  Appropriate Use
<b>History and Culture</b>	Art in Everyday Life  Mary Cassatt  Henri Rousseau  Paul Klee	Art of Japan  Art of Mexico  Faith Ringgold  Henri Matisse  Winslow Homer	Art of China  Art of India  Art of Alaska  Vincent Van Gogh  Diego Rivera  Louise Nevelson	Art of Native Americans  Alexander Calder  Frederick Remington  Maria Martinez	Art of Colonial United States  Pablo Picasso  Romare Bearden  I.M. Pei	Art Careers  Art of Civil War  Art of Immigration  Art of Westward Expansion  Hokusai  Frank Lloyd Wright  Marc Chagall  Georgia O'Keeffe
<b>Analysis</b>	Artistic Expression	Similarities Differences	Artistic Judgment	Artistic Interpretation	Visual Properties  Multiple Meanings	Informed Comparisons

## Visual Arts Scope & Sequence 6-8

Standard	Exploratory Art	Art 1	Drawing and Painting	Ceramics	Crafts	Three-Dimensional Design
<b>Communication</b>	Observation Critical Thinking Problem Solving Artistic Meaning	Problem Solving Skills  Intending Meaning	Personal Ideas  Intended Meaning in Drawing and Painting	Form and Function  Personal Ideas  Intending Meaning in Ceramics	Form and Function  Personal Ideas  Intending Meaning in Crafts	Form and Function  Personal Ideas  Intending Meaning in 3-D Design
<b>Perception</b>	Elements of Art Principles of Design  Aesthetic Experience	Elements of Art Principles of Design  Artistic Expression	Composition  Viewers' Responses to Drawing and Painting	Elements of Art Principles of Design in Ceramics  Viewers' Responses to Ceramics	Elements of Art Principles of Design in Crafts  Viewers' Responses to Crafts	Elements of Art Principles of Design in Three-Dimensional Design  Viewers' Responses to 3-D Design
<b>Materials and Tools</b>	Art Processes Appropriate Use	General Technical/ Expressive Skills	Technical/ Expressive Skills in Drawing and Painting	Technical/ Expressive Skills in Ceramics	Technical/ Expressive Skills in Crafts	Technical/ Expressive Skills in 3-D Design
<b>History and Culture</b>	Art Purposes  Art Traditions	Creation, Meaning, Artistic Style	Creation, Meaning, Artistic Style in Drawing and Painting	Creation, Meaning, Artistic Style in Ceramics	Creation, Meaning, Artistic Style in Crafts	Creation, Meaning, Artistic Style in 3-D Design
<b>Analysis</b>	Art Inquiry  Art Criticism Skills	Artistic Criteria	Artistic Judgments in Drawing and Painting	Artistic Judgments in Ceramics	Artistic Judgments in Crafts	Artistic Judgments in 3-D Design

## Visual Arts Scope & Sequence 9-12

Standard	A 42 Drawing and Painting 2	A 62 Pottery/Sculpture 2	A 72 Photography 2
<b>Communication</b>	Intended Meaning of Visual Images, Themes and Ideas in Drawing and Painting	Intended Meaning of Visual Images, Themes and Ideas in Pottery and Sculpture	Intended Meaning of Visual Images, Themes and Ideas in Photography
<b>Perception</b>	Elements of Art and Principles of Design in Drawing and Painting	Elements of Art and Principles of Design in Pottery and Sculpture	Elements of Art and Principles of Design in Photography
<b>Materials and Tools</b>	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Drawing and Painting	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Pottery and Sculpture	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Photography
<b>History and Culture</b>	Relationship Between Art History/Culture and Drawing and Painting  Art of Prominent Painters	Relationship Between Art History/Culture and Pottery and Sculpture  Art of Prominent Potters and Sculptors	Relationship Between Art History/Culture and Photography  Art of Prominent Photographers ( Timothy O’Sullivan, Nadar, Man Ray, Margaret Bourke White, Henri Cartier- Bresson)
<b>Analysis</b>	Comparison/Contrast  Critical Analysis	Comparison/Contrast  Critical Analysis	Comparison/Contrast  Critical Analysis

## Visual Arts Glossary of Terms

<b>Abstraction</b>	Work in which the artist uses a recognizable subject but portrays it in an unrealistic manner.
<b>Aesthetics</b>	A discipline in the visual arts and a branch of philosophy focused on the nature and value of art; pertaining to how we see things and what they mean. Aesthetic theories generally include mimetic, formalist, expressive, instrumental, institutional and postmodern.
<b>Aesthetic Inquiry</b>	Asking questions about works of art, describing and evaluating the media, processes, and meanings of works of art and making comparative judgments.
<b>Analogous</b>	A color scheme which uses colors that are next to one another on the color wheel and share a hue.
<b>Architecture and Environmental Arts</b>	Urban, interior and landscape design.
<b>Artifact</b>	Any simple object showing human workmanship and aesthetic modification.
<b>Background</b>	The most distant layer of implied planes in the picture space of a two-dimensional work of art
<b>Balance</b>	A principle of design that describes the arrangement of the elements of an artwork. An artwork that is balanced seems to have equal visual weight or interest in all areas.
<b>Collage</b>	The use of various materials (e.g., cardboard, metal, plastic, paper) adhered to a surface to create an image.
<b>Color</b>	An element of art that refers to what the eyes see when light is reflected off an object. Hue is another word for color.
<b>Color Scheme</b>	A plan for selecting or organizing colors.
<b>Color Wheel</b>	A circular chart of colors of the visible spectrum. It is commonly used to remember color relationships when working with pigments.
<b>Complementary</b>	Colors that are directly opposite each other on the color wheel. When mixed together they make a neutral brown or gray. When they are used next to each other in a work of art they create strong contrasts.
<b>Composition</b>	To create, form or design an image by arranging separate parts to create a whole. The principles of design are used to organize the elements of art in a composition.
<b>Contrast</b>	A large difference between two things, for example, rough and smooth, light and shadow or complementary colors. Contrasts usually add excitement, drama and interest to artworks.
<b>Cool Colors</b>	Blue, green and violet colors which make us think of cool places, things or feelings; can be used as a color scheme
<b>Critical Analysis</b>	A higher level thinking strategy, such as Feldman's model for description, analysis, interpretation and judgment.
<b>Critique</b>	The process and/or the result of careful reviewing works of art based on standards or criteria. A critique can be written or verbal.

## Visual Arts Glossary of Terms (continued)

<b>Culture/Cultural</b>	A style of social and artistic expression unique to a particular community of people; the ideas, beliefs and living customs of a people.
<b>Defend Appropriate Judgments</b>	For example: Picasso was the greatest painter of the 20 <sup>th</sup> century because he invented new ways of seeing.
<b>Design and Communication Arts</b>	Film, television, graphics, illustration, photography, product design and electronic imagery.
<b>Dominance</b>	Part of the artwork that is most important, powerful or has the most influence on the viewer.
<b>Elements of Art</b>	The components of visual arts: line, shape, space, form, color, value, texture.
<b>Emphasis</b>	A principle of design which refers to a distinguished feature or area of a work of art that captures the viewer's attention
<b>Expressive Features</b>	Components of works of art which effect the emotions, such as anger, sadness, and joy.
<b>Fine Arts</b>	Traditional art forms, such as drawing, painting, printmaking, sculpture, ceramics, fibers, jewelry and photography. This term is often used to refer collectively, to dance, music, theater and the visual arts.
<b>Folk Arts</b>	Art that expresses a cultural connection between ethnic forms and traditions and contemporary life experiences.
<b>Foreground</b>	The closest layer of implied planes in the picture space of a two-dimensional work of art.
<b>Form</b>	An element of art that refers to a three-dimensional object. Also a general term that means the structure or design of a work.
<b>Harmony</b>	A principle of design concerned with blending elements to create a more calm, restful appearance.
<b>Historical</b>	Refers to what is concerned with history; having importance or influence on history.
<b>Hue</b>	Another name for a color.
<b>Intermediate Color</b>	A color made by mixing a secondary color with a primary color.
<b>Interpretation</b>	To find meaning and understanding in a particular way.
<b>Judgment</b>	The ability to form an opinion about a work or art using established criteria such as craftsmanship, design quality, expressiveness, personal response and originality.
<b>Landscape</b>	Artwork that depicts natural scenery
<b>Line</b>	An element of art that refers to the path of a moving point through space. A line can vary in length, width, direction, curvature and color.
<b>Materials</b>	Resources used in the creation and study of visual art, such as paint, clay, paper, canvas, film, videotape, watercolors, wood and plastic.
<b>Media</b>	Broad categories for grouping works of visual art according to the art materials used, for example, the painting media are watercolor, oil, tempera, acrylic, etc.

## Visual Arts Glossary of Terms (continued)

<b>Middle Ground</b>	The middle layer of implied planes in the picture space of a two-dimensional work of art.
<b>Mixed Media</b>	Description of any work of art employing more than one medium.
<b>Monochromatic</b>	Color scheme using different values (tints and shades) of a single hue.
<b>Movement</b>	A principle of design used to create the look and feeling of action and to guide a viewer's eye throughout the work.
<b>Multi Media</b>	Using or encompassing several media, including photography, television, video and film.
<b>Multiple Solutions for Visual Arts Problems</b>	Such as designing three different kinds of containers using paper, clay and/or cardboard.
<b>Neutral Colors</b>	Refers to colors not associated with a hue such as white, gray or black; also considered a color scheme.
<b>Pattern</b>	Repeated use of the elements of art in a purposeful way.
<b>Perspective</b>	A method of representing the illusion of volume in three-dimensional objects and depth of space on a two-dimensional surface.
<b>Portrait</b>	A work of art based on a person or animal, especially the face.
<b>Principles of Design</b>	Artistic guidelines that help artists organize images in a composition: balance, rhythm, emphasis, unity, variety, contrast, proportion, pattern, movement.
<b>Printmaking</b>	A technique in which an inked image from a prepared surface or block is transferred onto another surface.
<b>Primary Colors</b>	The three colors that can not be made by mixing together other colors (red, blue and yellow).
<b>Process</b>	A sequential operation involving a number of methods or techniques, such as the carving process in sculpture, the etching process in printmaking, or the casting process in making jewelry.
<b>Proportion</b>	A principle of design based on the relationship of one part to another and to the whole.
<b>Realism</b>	A style of art in which everyday scenes and events are painted as they actually look.
<b>Rhythm</b>	A principle of design created through the repetition of an element to make a work seem active or to suggest vibration.
<b>Secondary Color</b>	A color made by mixing equal amounts of two primary colors.
<b>Sensory Features</b>	Components of works of art that affect the five physical senses.
<b>Shade</b>	Dark values of pure colors usually created by adding black.
<b>Shape</b>	An element of art that refers to a flat area created when a line meets to surround a space. Shapes can be divided into two types: geometric (square, triangle, circle, etc.) and organic (irregular in outline).

## Visual Arts Glossary of Terms (continued)

<b>Space</b>	An element of art that refers to the distance between, around, above, below and within things.
<b>Specific Criteria</b>	A means by which judgments can be made, such as analyzing a work of art by assigning it an artistic style (Realism, Abstraction, Cubism, etc.)
<b>Split-Complementary</b>	A color scheme based on one color and the colors on either side of its complement on the color wheel.
<b>Still Life</b>	A representation of inanimate objects in a work of art, often included as symbols for concepts or ideas.
<b>Style</b>	Artistic character of art movements during specific periods of history or an individual artist's use of media, which gives the work an individual character.
<b>Symbol</b>	Something that stands for or suggests something else by reason of relationship, association, convention or accidental resemblance
<b>Synthesis</b>	The combination of separate parts or elements to form something new.
<b>Techniques</b>	Specific methods or processes used in making art, such as carving wood, developing film, or weaving yarn.
<b>Technology</b>	A method or methodology that applies technical knowledge or tools to solve new conceptual problems.
<b>Texture</b>	An element of art that refers to the way a thing feels, or looks as though it might feel if touched, the quality or appearance of a surface.
<b>Tint</b>	Light values of pure colors usually created by adding white.
<b>Tools</b>	Instruments and equipment used by students to create and learn about art, such as brushes, scissors, cameras, digital technology, etc.
<b>Triad</b>	A color scheme based on three colors that are equal distant apart on the color wheel such as primary colors or secondary colors.
<b>Unity</b>	A principle of design achieved when all aspects of a work of art are organized to create a feeling of completeness, wholeness or harmony.
<b>Value</b>	An element of art that means the darkness or lightness of a surface.
<b>Variety</b>	A principle of design focused on the use of different elements of art to create visual interest.
<b>Visual Art</b>	Creation, expression, or communication based on visual form.
<b>Visual Image</b>	A representation of the form and features of someone or something.
<b>Visual Literacy</b>	The ability to perceive and respond to visual symbols and images, for example: recognizing and understanding the international signs for no smoking or highway rest stops.
<b>Warm Colors</b>	Red, orange and yellow colors which make us think of warm places, things or feelings; can be used as a color scheme.

# Kindergarten Visual Arts Curriculum Essentials



## Boulder Valley School District Visual Arts Background

### Introduction

The Boulder Valley Elementary Visual Arts Curriculum provides the foundation for quality, standards-based visual arts instruction for elementary students and represents the core program for which all elementary schools are accountable. This curriculum has three goals:

- To clearly articulate what every student should know, understand, and be able to do in visual arts at each grade level
- To align with the current Colorado Content Standards for Visual Arts
- To clarify visual arts content at each grade level so that concepts can be explored in greater depth and with fidelity

The elementary visual arts program serves the entire student population, kindergarten through the fifth grade. Students receive a minimum of 50 minutes a week of art instruction, taught by teachers who are specifically trained and certified as visual arts educators. The elementary visual arts curriculum provides a substantive framework to guide teacher instruction. The curriculum also communicates to parents and the community what skills and concepts are emphasized at each grade level.

### Philosophy

A strong arts education is integral to learning and has a positive impact on overall student achievement and engagement in school. Elementary art students are introduced to skills and experiences at each grade level that build a foundation for art expression, art knowledge, art criticism and visual literacy. The visual arts program capitalizes on students' enthusiasm for

discovery and inventiveness, and their need for development of cognitive, social and communication skills.

Students are provided with the opportunity to experience a variety of media art techniques and technology. The artistic process intrinsically teaches students to innovate, problem solve, think critically, and work collaboratively with others – essential skills in the twenty first century. Through weekly art classes, students are encouraged to observe and analyze content to construct meaning across the curriculum. An interdisciplinary approach establishes awareness of art and its place in our cultural heritage.

### History

In 1994 the U.S. Congress approved the Goals 2000: Educate America Act. This legislation established the arts, with specific standards for visual arts, as a core subject area in which students should be able to demonstrate competence.

The state of Colorado adopted Model Content Standards for Visual Arts in 1997, and the Boulder Valley Board of Education adopted the BVSD Academic Content Standards for Visual Arts, developed by the Visual Arts Curriculum Design and Writing Team, in 1999. The Boulder Valley Elementary Visual Arts Curriculum is based upon and aligned with these standards which are included in this document.

## Boulder Valley School District Visual Arts Content Standards

### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*



## Visual Arts Overarching Enduring Understandings and Essential Questions

### Overarching Enduring Understandings

- Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.
- Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.
- Artists' experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in well-crafted works of art.
- Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.

### Overarching Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

## Boulder Valley School District Visual Arts Content Standards and Kindergarten Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Kindergarten student:**

- √ Recognizes that visual symbols express thoughts and feelings.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Kindergarten student:**

- √ Develops an understanding that elements can be arranged together in order.
- √ Acquires an understanding that sensory information is used in personal works of art.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Kindergarten student:**

- √ Recognizes that artists create works of art using a variety of tools and materials in a safe and responsible manner.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Kindergarten student:**

- √ Understands that art relates to everyday life and activities.
- √ Demonstrates an understanding that people in all cultures create works of art.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

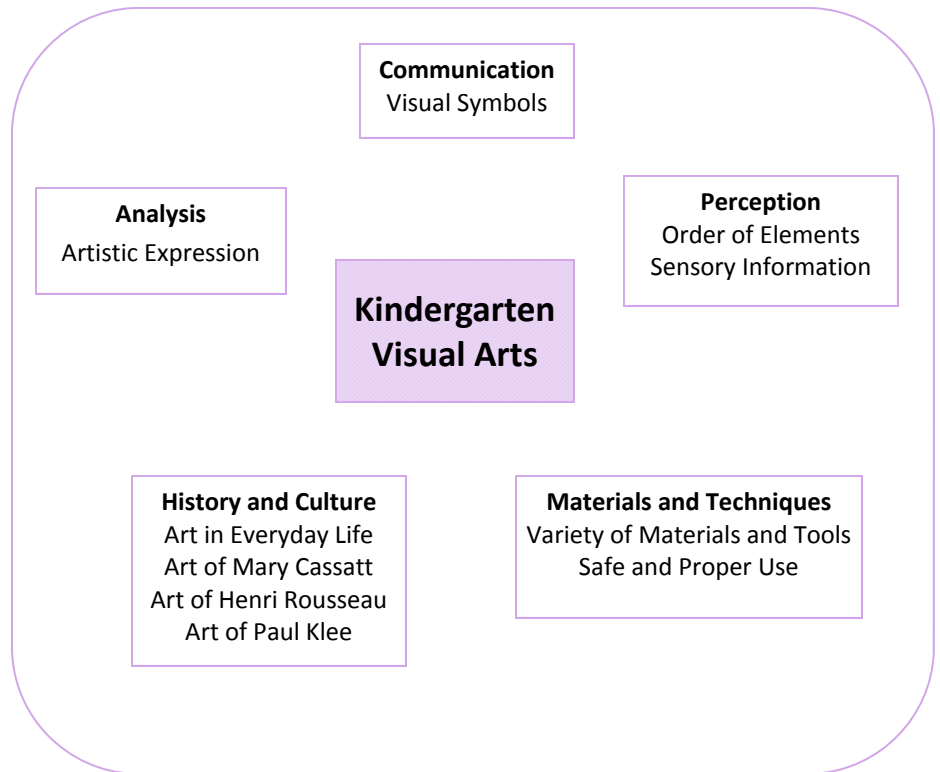
**To meet this standard, a Kindergarten student:**

- √ Describes how artists express themselves in many different ways.

## BVSD Kindergarten Visual Arts Overview

### Course Description

Art education at the kindergarten level encourages early discovery and exploration through the introduction of various art media, tools, processes and techniques. Repetitive experiences with tools help students to experiment and expand previous awareness. The perceptual, sensory and manipulative development of students is emphasized at this time. Students will learn about art history by studying the following artists: Mary Cassatt, Henri Rousseau, and Paul Klee. Additional artists and cultures that are not addressed in the art history curriculum at other grade levels may also be included.



### Effective Components of a Kindergarten Visual Arts Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community

### Assessment

- √ Pre-assessments
- √ Checks for understanding
- √ Observations
- √ Student questions/comments
- √ Performance tasks (planning, in-progress, final assignments)
- √ Critiques (group discussion, written reflection, in-progress)
- √ Self and Peer assessments

### Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

### Technology Integration & Information Literacy

- ① Formulates simple questions about art
- ① Identifies book, print, work of art
- ① Creates works of art with a variety of media, including available technology
- ① Shares art work with others
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.

#### Essential Question

How do artists use the language of art in communication?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KA1</b>	<b>Recognizes that visual symbols express thoughts and feelings</b>
		a Selects and uses visual pictures, themes and stories to create meaning
		b Describes stories and expressions in personal works of art
		c Demonstrates individuality while creating artwork
		d Evaluates choices in creating artwork

**Key Academic Vocabulary:** story, picture, shape

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.

#### Essential Question

Why and how do artists apply the elements of art and principles of design in works of art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KA2</b>	<b>Develops an understanding that elements can be arranged together in order</b>
		a Recognizes line variety and uses different lines in artwork
		b Recognizes, names, reproduces and compares basic shapes
		c Recognizes and repeats patterns
		d Becomes aware of spatial relationships: above and below, large and small, few and many, alike and different
		e Identifies elements of art and uses them to create works of art
	<b>KA3</b>	<b>Acquires an understanding that sensory information is used in personal works of art</b>
		a Expands perceptual awareness through a variety of sensory experiences
	b Creates visual stories through individual experiences	

**Key Academic Vocabulary:** line, shape, space, color, texture, pattern, overlap, above/below, large/small, few/many, alike/different, senses, story

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Artists experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in well-crafted works of art.

#### Essential Question

Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KA4</b>	<b>Recognizes that artists create works of art using a variety of tools and materials in a safe and responsible manner</b>
	a	Demonstrates beginning motor skills in drawing, painting, gluing, folding, cutting, bending, tearing and sculpting materials to create two- and three-dimensional compositions
	b	Properly holds and uses basic drawing tools
	c	Properly holds, uses, and safely carries scissors
	d	Applies materials to the best of their ability

**Key Academic Vocabulary:** paint, ink, paper, clay, pencil, pen, crayon, pastel, paintbrush, glue, scissors

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

Art is one of humankind’s most powerful and notable contributions throughout history and within all cultures.

#### Essential Question

How does art impact the world and the world impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KA5</b>	<b>Understands that art relates to everyday life and activities</b>
		a Recognizes that people who make art are artists
		b Identifies the purposes of creating works of art
	<b>KA6</b>	<b>Demonstrates an understanding that people in all cultures create works of art</b>
		a Creates art based on historical and cultural ideas of diverse people
		b Recognizes works of art from the following artists: Mary Cassatt, Henri Rousseau, and Paul Klee

**Key Academic Vocabulary:** Mary Cassatt, American, Impressionism, Henri Rousseau, French, Post-Impressionism, Paul Klee, German, Expressionism, artist, painting, painter, sculpting, sculptor, printmaking, printmaker, pottery, potter

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.

#### Enduring Understanding

Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.

#### Essential Question

How is art analyzed and understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>KA7</b>	<b>Describes how artists express themselves in many different ways</b>
	a	Observes and recognizes works of art from Mary Cassatt, Henri Rousseau, and Paul Klee as well as art from other cultures
	b	Identifies and examines works of art from different cultures, times and places

**Key Academic Vocabulary:** culture, time, place

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

Topic	Suggested Timeframe
Visual Symbols	Embedded throughout the year
Order of Objects	Embedded throughout the year
Sensory Information	Embedded throughout the year
Variety of Materials and Tools	Embedded throughout the year
Safe and Proper Use	Embedded throughout the year
Art in Everyday Life	Embedded throughout the year
Art of Mary Cassatt	Two—four instructional sessions
Art of Henri Rousseau	Two—four instructional sessions
Art of Paul Klee	Two—four instructional sessions
Artistic Expression	Embedded throughout the year

## Visual Arts Scope & Sequence K-5

Standard	K	1	2	3	4	5
<b>Communication</b>	Visual Shapes	Personal Experience	Artistic Style  Theme	Creativity	Images Themes Ideas Meaning	Intended Meaning
<b>Perception</b>	Order of Objects  Sensory Information	Line  Shape  Combined Shapes	Color  Texture  Color and Emotion	Space  Dimension  Form  Composition	Elements of Art  Principles of Design	Aesthetic Choices
<b>Materials and Tools</b>	Variety of Experiences  Safe and Proper Use	Purposes of Materials and Tools  Safe and Proper Use	Color Effects  Textural Details  Appropriate Use	Spatial Relationships  Appropriate Use	Exploration  Application  Appropriate Use	Application  Appropriate Use
<b>History and Culture</b>	Art in Everyday Life  Mary Cassatt  Henri Rousseau  Paul Klee	Art of Japan  Art of Mexico  Faith Ringgold  Henri Matisse  Winslow Homer	Art of China  Art of India  Art of Alaska  Vincent Van Gogh  Diego Rivera  Louise Nevelson	Art of Native Americans  Alexander Calder  Frederick Remington  Maria Martinez	Art of Colonial United States  Pablo Picasso  Romare Bearden  I.M. Pei	Art Careers  Art of Civil War  Art of Immigration  Art of Westward Expansion  Hokusai  Frank Lloyd Wright  Marc Chagall  Georgia O'Keeffe
<b>Analysis</b>	Artistic Expression	Similarities Differences	Artistic Judgment	Artistic Interpretation	Visual Properties  Multiple Meanings	Informed Comparisons

## Visual Arts Scope & Sequence 6-8

Standard	Exploratory Art	Art 1	Drawing and Painting	Ceramics	Crafts	Three-Dimensional Design
<b>Communication</b>	Observation  Critical Thinking  Problem Solving  Artistic Meaning	Problem Solving Skills  Intending Meaning	Personal Ideas  Intended Meaning in Drawing and Painting	Form and Function  Personal Ideas  Intending Meaning in Ceramics	Form and Function  Personal Ideas  Intended Meaning in Crafts	Form and Function  Personal Ideas  Intended Meaning in 3-D Design
<b>Perception</b>	Elements of Art Principles of Design  Aesthetic Experience	Elements of Art Principles of Design  Artistic Expression	Composition  Viewers' Responses to Drawing and Painting	Elements of Art Principles of Design in Ceramics  Viewers' Responses to Ceramics	Elements of Art Principles of Design in Crafts  Viewers' Responses to Crafts	Elements of Art Principles of Design in Three-Dimensional Design  Viewers' Responses to 3-D Design
<b>Materials and Tools</b>	Art Processes  Appropriate Use	General Technical/ Expressive Skills	Technical/ Expressive Skills in Drawing and Painting	Technical/ Expressive Skills in Ceramics	Technical/ Expressive Skills in Crafts	Technical/ Expressive Skills in 3-D Design
<b>History and Culture</b>	Art Purposes  Art Traditions	Creation, Meaning, Artistic Style	Creation, Meaning, Artistic Style in Drawing and Painting	Creation, Meaning, Artistic Style in Ceramics	Creation, Meaning, Artistic Style in Crafts	Creation, Meaning, Artistic Style in 3-D Design
<b>Analysis</b>	Art Inquiry  Art Criticism Skills	Artistic Criteria	Artistic Judgments in Drawing and Painting	Artistic Judgments in Ceramics	Artistic Judgments in Crafts	Artistic Judgments in 3-D Design

## Visual Arts Scope & Sequence 9-12

Standard	A 42 Drawing and Painting 2	A 62 Pottery/Sculpture 2	A 72 Photography 2
<b>Communication</b>	Intended Meaning of Visual Images, Themes and Ideas in Drawing and Painting	Intended Meaning of Visual Images, Themes and Ideas in Pottery and Sculpture	Intended Meaning of Visual Images, Themes and Ideas in Photography
<b>Perception</b>	Elements of Art and Principles of Design in Drawing and Painting	Elements of Art and Principles of Design in Pottery and Sculpture	Elements of Art and Principles of Design in Photography
<b>Materials and Tools</b>	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Drawing and Painting	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Pottery and Sculpture	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Photography
<b>History and Culture</b>	Relationship Between Art History/ Culture and Drawing and Painting  Art of Prominent Painters	Relationship Between Art History/ Culture and Pottery and Sculpture  Art of Prominent Potters and Sculptors	Relationship Between Art History/ Culture and Photography  Art of Prominent Photographers ( Timothy O'Sullivan, Nadar, Man Ray, Margaret Bourke White, Henri Cartier- Bresson)
<b>Analysis</b>	Comparison/Contrast  Critical Analysis	Comparison/Contrast  Critical Analysis	Comparison/Contrast  Critical Analysis

## Visual Arts Glossary of Terms

<b>Abstraction</b>	Work in which the artist uses a recognizable subject but portrays it in an unrealistic manner.
<b>Aesthetics</b>	A discipline in the visual arts and a branch of philosophy focused on the nature and value of art; pertaining to how we see things and what they mean. Aesthetic theories generally include mimetic, formalist, expressive, instrumental, institutional and postmodern.
<b>Aesthetic Inquiry</b>	Asking questions about works of art, describing and evaluating the media, processes, and meanings of works of art and making comparative judgments.
<b>Analogous</b>	A color scheme which uses colors that are next to one another on the color wheel and share a hue.
<b>Architecture and Environmental Arts</b>	Urban, interior and landscape design.
<b>Artifact</b>	Any simple object showing human workmanship and aesthetic modification.
<b>Background</b>	The most distant layer of implied planes in the picture space of a two-dimensional work of art
<b>Balance</b>	A principle of design that describes the arrangement of the elements of an artwork. An artwork that is balanced seems to have equal visual weight or interest in all areas.
<b>Collage</b>	The use of various materials (e.g., cardboard, metal, plastic, paper) adhered to a surface to create an image.
<b>Color</b>	An element of art that refers to what the eyes see when light is reflected off an object. Hue is another word for color.
<b>Color Scheme</b>	A plan for selecting or organizing colors.
<b>Color Wheel</b>	A circular chart of colors of the visible spectrum. It is commonly used to remember color relationships when working with pigments.
<b>Complementary</b>	Colors that are directly opposite each other on the color wheel. When mixed together they make a neutral brown or gray. When they are used next to each other in a work of art they create strong contrasts.
<b>Composition</b>	To create, form or design an image by arranging separate parts to create a whole. The principles of design are used to organize the elements of art in a composition.
<b>Contrast</b>	A large difference between two things, for example, rough and smooth, light and shadow or complementary colors. Contrasts usually add excitement, drama and interest to artworks.
<b>Cool Colors</b>	Blue, green and violet colors which make us think of cool places, things or feelings; can be used as a color scheme
<b>Critical Analysis</b>	A higher level thinking strategy, such as Feldman's model for description, analysis, interpretation and judgment.
<b>Critique</b>	The process and/or the result of careful reviewing works of art based on standards or criteria. A critique can be written or verbal.

## Visual Arts Glossary of Terms

<b>Culture/Cultural</b>	A style of social and artistic expression unique to a particular community of people; the ideas, beliefs and living customs of a people.
<b>Defend Appropriate Judgments</b>	For example: Picasso was the greatest painter of the 20 <sup>th</sup> century because he invented new ways of seeing.
<b>Design and Communication Arts</b>	Film, television, graphics, illustration, photography, product design and electronic imagery.
<b>Dominance</b>	Part of the artwork that is most important, powerful or has the most influence on the viewer.
<b>Elements of Art</b>	The components of visual arts: line, shape, space, form, color, value, texture.
<b>Emphasis</b>	A principle of design which refers to a distinguished feature or area of a work of art that captures the viewer's attention
<b>Expressive Features</b>	Components of works of art which effect the emotions, such as anger, sadness, and joy.
<b>Fine Arts</b>	Traditional art forms, such as drawing, painting, printmaking, sculpture, ceramics, fibers, jewelry and photography. This term is often used to refer collectively, to dance, music, theater and the visual arts.
<b>Folk Arts</b>	Art that expresses a cultural connection between ethnic forms and traditions and contemporary life experiences.
<b>Foreground</b>	The closest layer of implied planes in the picture space of a two-dimensional work of art.
<b>Form</b>	An element of art that refers to a three-dimensional object. Also a general term that means the structure or design of a work.
<b>Harmony</b>	A principle of design concerned with blending elements to create a more calm, restful appearance.
<b>Historical</b>	Refers to what is concerned with history; having importance or influence on history.
<b>Hue</b>	Another name for a color.
<b>Intermediate Color</b>	A color made by mixing a secondary color with a primary color.
<b>Interpretation</b>	To find meaning and understanding in a particular way.
<b>Judgment</b>	The ability to form an opinion about a work or art using established criteria such as craftsmanship, design quality, expressiveness, personal response and originality.
<b>Landscape</b>	Artwork that depicts natural scenery
<b>Line</b>	An element of art that refers to the path of a moving point through space. A line can vary in length, width, direction, curvature and color.
<b>Materials</b>	Resources used in the creation and study of visual art, such as paint, clay, paper, canvas, film, videotape, watercolors, wood and plastic.
<b>Media</b>	Broad categories for grouping works of visual art according to the art materials used, for example, the painting media are watercolor, oil, tempera, acrylic, etc.

## Visual Arts Glossary of Terms

<b>Middle Ground</b>	The middle layer of implied planes in the picture space of a two-dimensional work of art.
<b>Mixed Media</b>	Description of any work of art employing more than one medium.
<b>Monochromatic</b>	Color scheme using different values (tints and shades) of a single hue.
<b>Movement</b>	A principle of design used to create the look and feeling of action and to guide a viewer's eye throughout the work.
<b>Multi Media</b>	Using or encompassing several media, including photography, television, video and film.
<b>Multiple Solutions for Visual Arts Problems</b>	Such as designing three different kinds of containers using paper, clay and/or cardboard.
<b>Neutral Colors</b>	Refers to colors not associated with a hue such as white, gray or black; also considered a color scheme.
<b>Pattern</b>	Repeated use of the elements of art in a purposeful way.
<b>Perspective</b>	A method of representing the illusion of volume in three-dimensional objects and depth of space on a two-dimensional surface.
<b>Portrait</b>	A work of art based on a person or animal, especially the face.
<b>Principles of Design</b>	Artistic guidelines that help artists organize images in a composition: balance, rhythm, emphasis, unity, variety, contrast, proportion, pattern, movement.
<b>Printmaking</b>	A technique in which an inked image from a prepared surface or block is transferred onto another surface.
<b>Primary Colors</b>	The three colors that can not be made by mixing together other colors (red, blue and yellow).
<b>Process</b>	A sequential operation involving a number of methods or techniques, such as the carving process in sculpture, the etching process in printmaking, or the casting process in making jewelry.
<b>Proportion</b>	A principle of design based on the relationship of one part to another and to the whole.
<b>Realism</b>	A style of art in which everyday scenes and events are painted as they actually look.
<b>Rhythm</b>	A principle of design created through the repetition of an element to make a work seem active or to suggest vibration.
<b>Secondary Color</b>	A color made by mixing equal amounts of two primary colors.
<b>Sensory Features</b>	Components of works of art that affect the five physical senses.
<b>Shade</b>	Dark values of pure colors usually created by adding black.
<b>Shape</b>	An element of art that refers to a flat area created when a line meets to surround a space. Shapes can be divided into two types: geometric (square, triangle, circle, etc.) and organic (irregular in outline).

## Visual Arts Glossary of Terms

<b>Space</b>	An element of art that refers to the distance between, around, above, below and within things.
<b>Specific Criteria</b>	A means by which judgments can be made, such as analyzing a work of art by assigning it an artistic style (Realism, Abstraction, Cubism, etc.)
<b>Split-Complementary</b>	A color scheme based on one color and the colors on either side of its complement on the color wheel.
<b>Still Life</b>	A representation of inanimate objects in a work of art, often included as symbols for concepts or ideas.
<b>Style</b>	Artistic character of art movements during specific periods of history or an individual artist's use of media, which gives the work an individual character.
<b>Symbol</b>	Something that stands for or suggests something else by reason of relationship, association, convention or accidental resemblance
<b>Synthesis</b>	The combination of separate parts or elements to form something new.
<b>Techniques</b>	Specific methods or processes used in making art, such as carving wood, developing film, or weaving yarn.
<b>Technology</b>	A method or methodology that applies technical knowledge or tools to solve new conceptual problems.
<b>Texture</b>	An element of art that refers to the way a thing feels, or looks as though it might feel if touched, the quality or appearance of a surface.
<b>Tint</b>	Light values of pure colors usually created by adding white.
<b>Tools</b>	Instruments and equipment used by students to create and learn about art, such as brushes, scissors, cameras, digital technology, etc.
<b>Triad</b>	A color scheme based on three colors that are equal distant apart on the color wheel such as primary colors or secondary colors.
<b>Unity</b>	A principle of design achieved when all aspects of a work of art are organized to create a feeling of completeness, wholeness or harmony.
<b>Value</b>	An element of art that means the darkness or lightness of a surface.
<b>Variety</b>	A principle of design focused on the use of different elements of art to create visual interest.
<b>Visual Art</b>	Creation, expression, or communication based on visual form.
<b>Visual Image</b>	A representation of the form and features of someone or something.
<b>Visual Literacy</b>	The ability to perceive and respond to visual symbols and images, for example: recognizing and understanding the international signs for no smoking or highway rest stops.
<b>Warm Colors</b>	Red, orange and yellow colors which make us think of warm places, things or feelings; can be used as a color scheme.

# First Grade Visual Arts Curriculum Essentials



## Boulder Valley School District Visual Arts Content Standards and First Grade Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a First Grade student:**

- √ Uses personal experiences as a way to explore their immediate environment.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a First Grade student:**

- √ Understands the difference between line and shape.
- √ Recognizes that shapes can be combined to create visual interest.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a First Grade student:**

- √ Analyzes how artists use various materials and tools for specific and experimental purposes.
- √ Demonstrates appropriate use of materials and tools.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a First Grade student:**

- √ Develops an understanding that art is created in every culture throughout the world.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

**To meet this standard, a First Grade student:**

- √ Analyzes works of art based on similarities and differences.

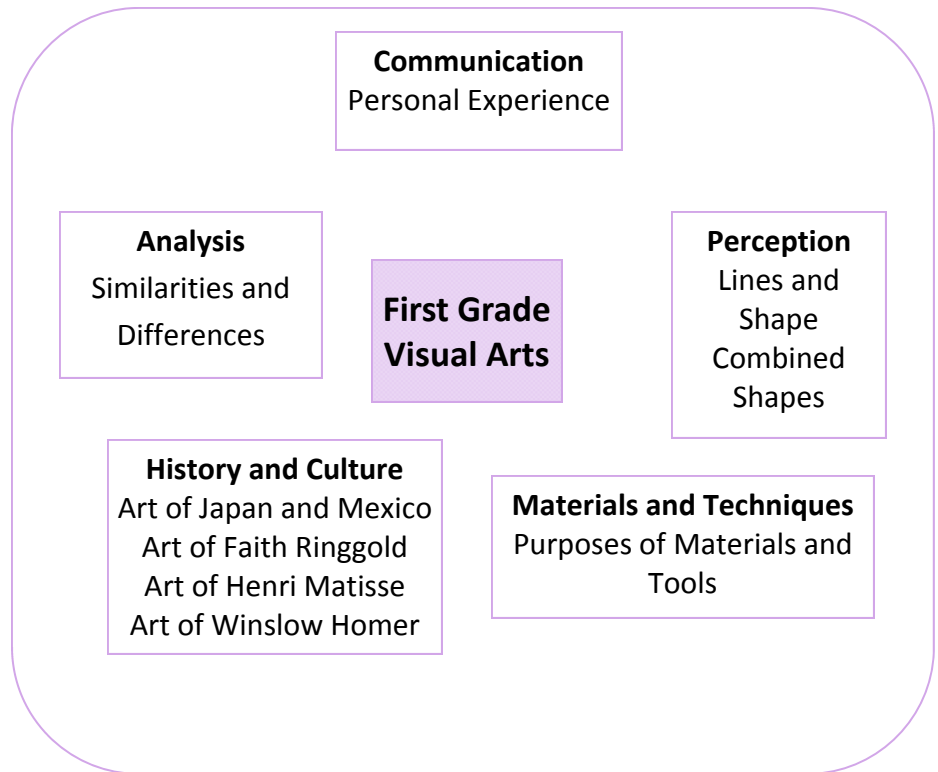
## BVSD First Grade Visual Arts Overview

### Course Description

In first grade, students expand their ability to create with various art materials. Additional manipulative techniques and processes are introduced as observation skills and concepts of line and shape are stressed. Social skills such as sharing and respect for the work of others are emphasized. Students become aware of the role of artists in shaping the immediate environment. Art is understood as a worthy endeavor. First graders will learn about art history and culture by studying the following artists and regions: Henri Matisse, Winslow Homer, Faith Ringgold, Japan and Mexico. Additional artists and cultures that are not addressed in the art history curriculum at other grade levels may also be included.

### Effective Components of a First Grade Visual Arts Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- √ Pre-assessments
- √ Checks for understanding
- √ Observations
- √ Student questions/comments
- √ Performance tasks (planning, in-progress, final assignments)
- √ Critiques (group discussion, written reflection, in-progress)
- √ Self and Peer assessments

### Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

### Technology Integration & Information Literacy

- ① Formulates questions about art
- ① Identifies book, print, work of art and other information sources
- ① Creates works of art with a variety of media, including available technology
- ① Communicates ideas in a respectful manner
- ① Recognizes that ideas and information are influenced by cultures
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.

#### Essential Question

How do artists use the language of art in communication?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1A1</b>	<b>Uses personal experiences as a way to explore their immediate environment</b>
	a	Selects visual pictures, themes and stories to communicate meaning
	b	Recognizes geometric and organic shapes which combine to become symbols for representing objects and people
	c	Increases ability to interact within a group

**Key Academic Vocabulary:** environment, geometric shape, organic shape, symbol

## Teaching for Understanding

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.

#### Essential Question

Why and how do artists apply the elements of art and principles of design in works of art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1A2</b>	<b>Understands the difference between line and shape</b>
		a Identifies line characteristics and creates line variations
		b Identifies and creates geometric and organic shapes
		c Uses line and shape to create works of art
	<b>1A3</b>	<b>Recognizes that shapes can be combined to create visual interest</b>
		a Organizes space using lines and shapes
	b Analyzes the relationships of above and below, large and small, few and many, alike and different	
	c Identifies pattern and uses it to create works of art	

**Key Academic Vocabulary:** line (dotted, spiral, wavy, zig-zag, etc.), length, width, direction, geometric shape, organic shape, space, spatial relationship, size, pattern

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Artists experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in works of art.

#### Essential Question

Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1A4</b>	<b>Analyzes how artists use various materials and tools for specific and experimental purposes</b>
		a Develops hand/eye coordination by drawing and constructing
		b Names and describes various art tools and their functions
		c Names and describes various art techniques
		d Identifies and uses primary colors to create a work of art
		e Identifies and creates a three-dimensional work of art
	<b>1A5</b>	<b>Demonstrates appropriate use of materials and tools</b>
	a Uses art materials, tools and equipment in a safe and responsible manner	

**Key Academic Vocabulary:** drawing, painting, printmaking, collage, sculpture, crafts, multi-media, tools, primary colors (red, blue, yellow), two-dimensional, three-dimensional, safety

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

Art is one of humankind’s most powerful and notable contributions throughout history and within all cultures.

#### Essential Question

How does art impact the world and the world impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1A6</b>	<b>Develops an understanding that art is created in every culture throughout the world</b>
	a	Creates and recognizes art based on various historical and cultural traditions with an emphasis on the art of Japan and Mexico
	b	Observes and recognizes the work of the following artists: Henri Matisse, Winslow Homer and Faith Ringgold

**Key Academic Vocabulary:** culture, Henri Matisse, French, Fauvism, Painter, Winslow Homer, American, Realism, Faith Ringgold, African-American, Fiber Arts, Japan, Mexico

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.

#### Enduring Understanding

Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.

#### Essential Question

How is art analyzed and understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>1A7</b>	<b>Analyzes works of art based on similarities and differences</b>
		a Compares and contrasts works of art with reference to line and shape
		b Observes and recognizes works of art from Henri Matisse, Winslow Homer, and Faith Ringgold as well as art from Japan and Mexico
		c Makes connection between a variety of works of art, including one’s own

**Key Academic Vocabulary:** characteristic, merit, meaning

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

Topic	Suggested Timeframe
Personal Experience	Embedded throughout the year
Lines and Shapes	Embedded throughout the year
Combined Shapes	Embedded throughout the year
Purposes of Materials and Tools	Embedded throughout the year
Art of Japan	Two—four instructional sessions
Art of Mexico	Two—four instructional sessions
Art of Faith Ringgold	Two—four instructional sessions
Art of Henri Matisse	Two—four instructional sessions
Art of Winslow Homer	Two—four instructional sessions
Similarities and Differences	Embedded throughout the year

# Second Grade Visual Arts Curriculum Essentials



## Boulder Valley School District Visual Arts Content Standards and Second Grade Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Second Grade student:**

- √ Identifies meaning in works of art through artistic style and theme.
- √ Recognizes that creating art can be an individual or collaborative effort.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Second Grade student:**

- √ Communicates how color, texture and form exist within natural and man-made environments and are used in art.
- √ Describes how color affects and expresses emotion.
- √ Expresses how color, texture, form and other elements can be organized into unified compositions.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Second Grade student:**

- √ Creates colors for desired effect.
- √ Recognizes that texture can provide interesting details in works of art.
- √ Understands appropriate use of materials and tools.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Second Grade student:**

- √ Compares the art and artifacts of other cultures with one's own culture.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art.*

**To meet this standard, a Second Grade student:**

- √ Develops an understanding of artistic judgment.

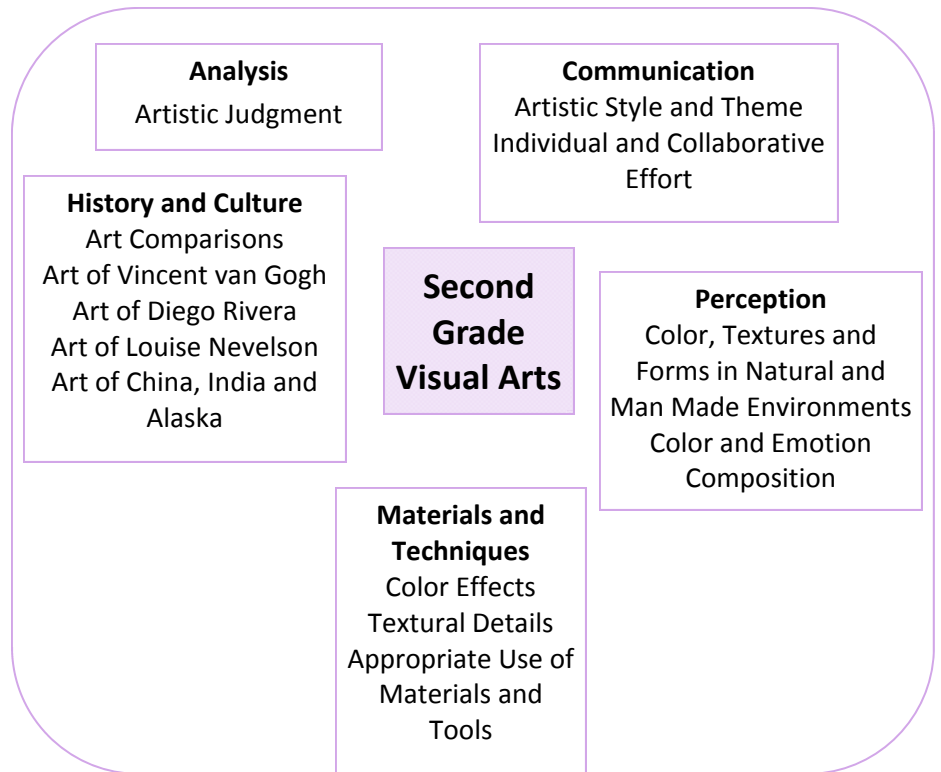
## BVSD Second Grade Visual Arts Overview

### Course Description

In second grade, color relationships and textural qualities are emphasized. Social and communication skills are further developed through group projects. Students are encouraged to express themselves through art and to appreciate their own uniqueness. Second graders will refine observational skills to become more aware of their environment, and to be able to critique works of art. Learning about art history and culture will include a study of the following artists and regions: Vincent Van Gogh, Diego Rivera, Louise Nevelson, China, India and Alaska. Additional artists and cultures that are not addressed in the art history curriculum at other grade levels may also be included.

### Effective Components of a Second Grade Visual Arts Program

- Models and demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references (student art work, elements/principles posters, art history timeline, standards, technology, photographs, media, etc.)
- Facilitates interactive and meaningful student discussions about artistic concepts and processes
- Incorporates a variety of formats for critique
- Introduces and expects appropriate use of art vocabulary
- Makes connection to contemporary and historical art/artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/ tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas with an emphasis on literacy and social studies
- Displays a variety of student artwork within the school and community



### Assessment

- |                                 |   |
|---------------------------------|---|
| ✓ Pre-assessments               | ✓ Performance tasks (planning, in-progress, final assignments)  |
| ✓ Checks for understanding      | ✓ Critiques (group discussion, written reflection, in-progress) |
| ✓ Observations                  | ✓ Peer assessments  |
| ✓ Student questions/comments    | ✓ Self-assessments  |
| ✓ Personal reflections          |   |
| ✓ Teacher questions and prompts |   |

### Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

### Technology Integration & Information Literacy

- ① Identifies various information sources (people, materials, equipment)
- ① Creates works of art with a variety of media including available technology
- ① Revises art work based on feedback from others
- ① Explains information in one's own words
- ① Shows respect for diverse ideas, backgrounds and learning styles
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.

#### Essential Question

How do artists use the language of art in communication?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2A1</b>	<b>Identifies meaning in works of art through artistic style and theme</b>
		a Recognizes artistic styles and themes
		b Selects and uses visual images, themes and ideas to communicate meaning
		c Transfers ideas of visual images and themes in works of art to their own work
	<b>2A2</b>	<b>Recognizes that creating art can be an individual or collaborative effort</b>
	a Works collaboratively with other students while creating art	

**Key Academic Vocabulary:** style, theme, image, idea, symbol, medium, collaboration

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.

#### Essential Question

Why and how do artists apply the elements of art and principles of design in works of art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2A3</b>	<b>Communicates how color, texture and form exist within natural and man-made environments and are used in art</b>
		a Identifies primary and secondary colors and uses them to create works of art
		b Identifies basic shapes and forms and uses them to create works of art
		c Identifies textural qualities and uses them to create works of art
	<b>2A4</b>	<b>Describes how color affects and expresses emotion</b>
		a Explores the expressive use of color in works of art
		b Uses color expressively in one’s own work of art
	<b>2A5</b>	<b>Expresses how color, texture, form and other elements can be organized into unified compositions</b>
		a Identifies elements of art and principles of design and uses them to create works of art
		b Describes the purpose and use of a color wheel

**Key Academic Vocabulary:** primary colors (red, blue, yellow), secondary colors (green, orange, violet), geometric shape, organic shape, two-dimensional, three-dimensional, texture (rough, smooth, soft, scratchy, etc.), actual texture, implied texture, expression, color symbolism, color scheme

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Artists experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in works of art.

#### Essential Question

Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2A6</b>	<b>Creates colors for desired effects</b>
		a Applies the properties and characteristics of color through the use of a variety of materials (e.g., paint, pastels, chalk, colored papers, etc.)
		b Uses color to achieve detail in one’s own work
	<b>2A7</b>	<b>Recognizes that texture can provide interesting details in works of art</b>
		a Applies the properties and characteristics of texture through the use of a variety of materials (e.g., paint, pastels, chalk, colored papers, etc.)
		b Uses texture to achieve detail in one’s own work
	<b>2A8</b>	<b>Understands appropriate use of materials and tools</b>
		a Uses art materials, tools and equipment in a safe and responsible manner

**Key Academic Vocabulary:** words specific to materials and techniques for each unit, safety

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

Art is one of humankind’s most powerful and notable contributions throughout history and within all cultures.

#### Essential Question

How does art impact the world and the world impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2A9</b>	<b>Compares the art and artifacts of other cultures with one’s own culture</b>
	a	Observes and recognizes art based on various historical and cultural traditions with an emphasis on China, India and Alaska
	b	Describes and recognizes artwork by the following artists: Vincent Van Gogh, Diego Rivera, and Louise Nevelson as well as art from different cultures
	c	Creates art based on historical and cultural ideas of diverse people

**Key Academic Vocabulary:** history, culture, tradition, Vincent Van Gogh, Dutch, Post-Impressionism, painter, Diego Rivera, Mexican, muralist, Louise Nevelson, Russian, Abstract Expressionist, sculptor

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.

#### Enduring Understanding

Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.

#### Essential Question

How is art analyzed and understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>2A10</b>	<b>Develops an understanding of artistic judgment</b>
		a Expresses opinions with supporting statements regarding works of art
		b Describes and interprets meanings and feelings evoked by works of art
		c Categorizes works of art by subject matter, including portrait, landscape and still life

**Key Academic Vocabulary:** characteristic, merit, meaning, opinion, meaning, feeling, subject matter, portrait, landscape, still life

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

Topic	Suggested Timeframe
Artistic Style and Theme	Embedded throughout the year
Individual and Collaborative Effort	Embedded throughout the year
Colors, Textures and Forms in Natural and Man-Made Environments	Embedded throughout the year
Color and Emotion	Embedded throughout the year
Composition	Embedded throughout the year
Color Effects	Embedded throughout the year
Textural Details	Embedded throughout the year
Appropriate Use of Materials and Tools	Embedded throughout the year
Art Comparisons	Embedded throughout the year
Art of Vincent van Gogh	Two—four instructional sessions
Art of Diego Rivera	Two—four instructional sessions
Art of Louise Nevelson	Two—four instructional sessions
Art of China	Two—four instructional sessions
Art of India	Two—four instructional sessions
Art of Alaska	Two—four instructional sessions
Artistic Judgment	Embedded throughout the year

# Third Grade Visual Arts Curriculum Essentials



## Boulder Valley School District Visual Arts Content Standards and Third Grade Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Third Grade student:**

- √ Exhibits creativity as an essential element in the artistic process.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Third Grade student:**

- √ Represents space in works of art through the overlapping of objects, atmospheric space, size relationships and placement of objects.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Third Grade student:**

- √ Recognizes and manipulates spatial relationships using a variety of materials and techniques.
- √ Understands appropriate use of materials and tools.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Third Grade student:**

- √ Analyzes how artists use space and form in their work.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art.*

**To meet this standard, a Third Grade student:**

- √ Understands how composition and space are manipulated within natural and fabricated environments.
- √ Develops an understanding of artistic interpretation.

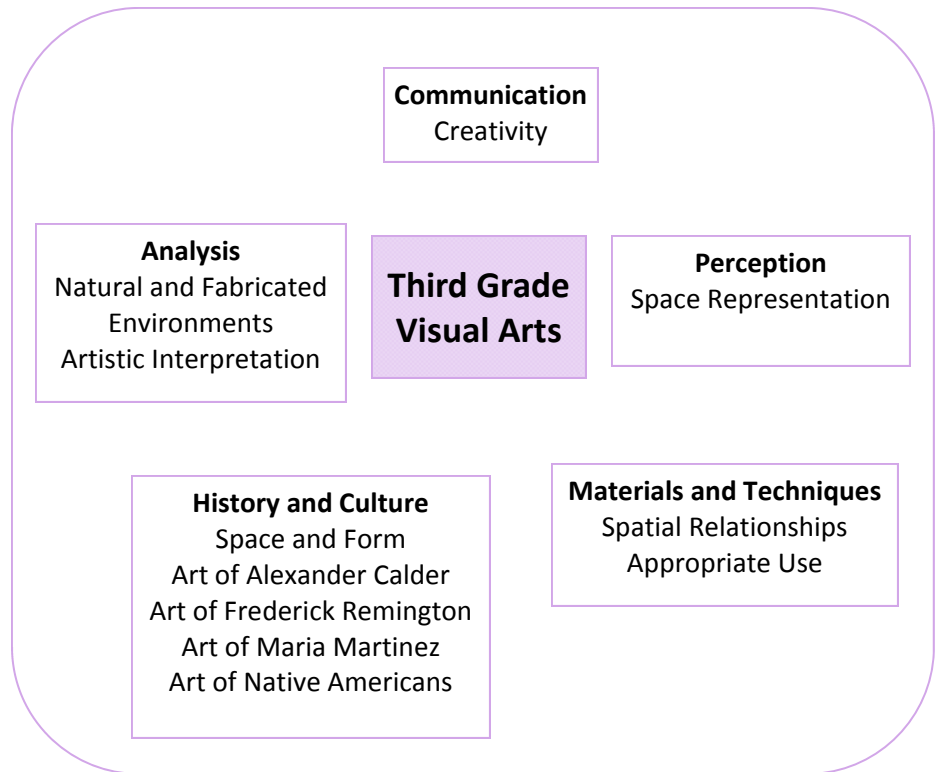
## BVSD Third Grade Visual Arts Overview

### Course Description

In third grade, the concepts of space and dimension are emphasized. The students will recognize and work with spatial relationships in two- and three-dimensions. Pattern and order are stressed. Composition is analyzed as a fundamental component of art. Students will learn about art history by studying the follow artists and cultures: Alexander Calder, Frederick Remington, Maria Martinez, and Native Americans. Additional artists and cultures that are not included in the curriculum at other grade levels may also be studied.

### Effective Components of a Third Grade Visual Arts Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- √ Pre-assessments
- √ Checks for understanding
- √ Observations
- √ Student questions/comments
- √ Performance tasks (planning, in-progress, final assignments)
- √ Critiques (group discussion, written reflection, in-progress)
- √ Self and Peer assessments

### Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

### Technology Integration & Information Literacy

- ① Formulates questions based on information needs
- ① Uses visual clues to interpret information
- ① Demonstrates age-appropriate online searching techniques
- ① Creates works of art with a variety of media including available technology
- ① Revises art work based on feedback from others
- ① Accesses age-appropriate information resources including artwork
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.

#### Essential Question

How do artists use the language of art in communication?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3A1</b>	<b>Exhibits creativity as an essential element in the artistic process</b>
		a Identifies innovative visual images, themes, and ideas in works of art
		b Interprets innovative visual images, themes and ideas in works of art for application to one’s own work
		c Recognizes and formulates original images, themes and ideas in works of art

**Key Academic Vocabulary:** creativity, innovation, originality

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.

#### Essential Question

Why and how do artists apply the elements of art and principles of design in works of art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3A2</b>	<b>Represents space in works of art through the overlapping of objects, atmospheric space, size relationships and placement of objects</b>
	a	Identifies elements of art (space and form) and principles of design
	b	Compares and contrasts the properties of space (e.g. positive, negative, open, contained)
	c	Arranges objects on a two-dimensional surface to create the illusion of depth
	d	Arranges objects in a three-dimensional composition to solve a visual problem
	e	Uses the element of art (space and form) and principles of design to create works of art

**Key Academic Vocabulary:** elements of art (line, shape, form, color, texture, value), principles of design (balance, rhythm, emphasis, unity, variety, movement, proportion), positive space, negative space, open, contained, dimension, perspective, geometric, organic, ellipse, foreground, middle ground, background

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Artists experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in works of art.

#### Essential Question

Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3A3</b>	<b>Recognizes and manipulates spatial relationships using a variety of materials and techniques</b>
	a	Identifies and applies materials, tools, techniques, processes and technologies to represent spatial relationships in one’s own work of art
	b	Experiments with blending, mixing and application of colors to affect and achieve spatial relationships
	<b>3A4</b>	<b>Understands appropriate use of materials and tools</b>
	a	Uses art materials, tools and equipment in a safe and responsible manner
	b	Uses art materials, tools, and equipment to create well-crafted works of art

**Key Academic Vocabulary:** craftsmanship, technique, medium, media, process, shading, overlap, surface, intermediate colors (red-orange, red-violet, yellow-orange, yellow-green, blue-green, blue-violet), warm colors (reds, oranges, yellows), cool colors (blues, greens, violets), safety

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

Art is one of humankind’s most powerful and notable contributions throughout history and within all cultures.

#### Essential Question

How does art impact the world and the world impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3A5</b>	<b>Analyzes how artists use space and form in their work</b>
	a	Describes art careers that emphasize the elements of space and form (e.g., architecture, sculpture, interior design, pottery)
	b	Discusses and analyzes works of art by the following artists: Alexander Calder, Frederick Remington, and Maria Martinez
	c	Identifies works of art as belonging to various cultures, times and places with a focus on the art of Native Americans
	d	Creates art based on historical and cultural ideas of diverse peoples

**Key Academic Vocabulary:** sculptor, painter, interior designer, potter, architect, Realism, Representational, Abstraction, Alexander Calder, American, Kinetic, Frederick Remington, American West, Maria Martinez, Native American

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*

#### Enduring Understanding

Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.

#### Essential Question

How is art analyzed and understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>3A6</b>	<b>Understands how composition and space are manipulated within natural and fabricated environments</b>
		a Interprets the use of space and form in works of art by Alexander Calder, Frederick Remington and Maria Martinez, along with art from Native peoples
		b Makes connection between a variety of works of art, including one’s own
	<b>3A7</b>	<b>Develops an understanding of artistic interpretation</b>
		a Examines the relationship between form and function in works of art
		b Identifies common attributes in works of art produced by an individual artist or within one culture

**Key Academic Vocabulary:** composition, environment, form, function, attribute, value

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

<b>Topic</b>	<b>Suggested Timeframe</b>
Creativity	Embedded throughout the year
Space Representation	Embedded throughout the year
Spatial Relationships	Embedded throughout the year
Appropriate Use of Materials and Techniques	Embedded throughout the year
Space and Form	Embedded throughout the year
Art of Alexander Calder	Two—four instructional sessions
Art of Frederick Remington	Two—four instructional sessions
Art of Maria Martinez	Two—four instructional sessions
Art of Native Americans	Two—four instructional sessions
Natural and Fabricated Environments	Embedded throughout the year
Artistic Interpretation	Embedded throughout the year

# Fourth Grade Visual Arts Curriculum Essentials



**Boulder Valley School District Visual Arts  
Content Standards and Fourth Grade Essential Learnings**

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Fourth Grade student:**

- √ Identifies works of art through images, themes and ideas.
- √ Creates works of art to communicate meaning.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Fourth Grade student:**

- √ Analyzes the elements of art and principles of design in a variety of ways in works of art.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Fourth Grade student:**

- √ Recognizes that exploration and application of materials, tools, techniques, processes and technology are important components of the visual art process.
- √ Demonstrates appropriate use of materials and tools.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Fourth Grade student:**

- √ Articulates how fine arts and crafts help fulfill basic human needs.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

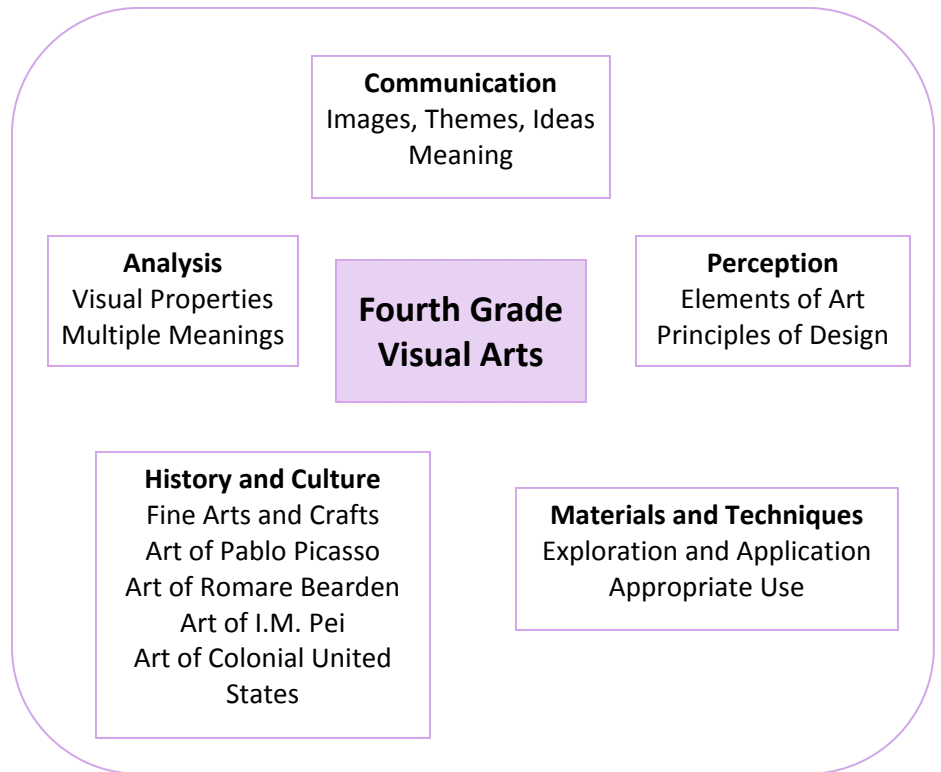
**To meet this standard, a Fourth Grade student:**

- √ Interprets works of art based on visual properties and multiple meanings.

## BVSD Fourth Grade Visual Arts Overview

### Course Description

In fourth grade, students identify and apply the elements of art and principles of design. Students will be formally introduced to the concept of abstraction and learn that expressive qualities are not restricted to any particular style. Emphasis will be placed on the ability of students to value their own emerging style. Fourth graders will learn about art history and culture by studying the following artists and regions: Pablo Picasso, Romare' Bearden, I. M. Pei and the Colonial United States. Additional artists and cultures that are not addressed in the art history curriculum at other grade levels may also be included.



### Effective Components of a Fourth Grade Visual Arts Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community

### Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations
- ✓ Student questions/comments
- ✓ Performance tasks (planning, in-progress, final assignments)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Self and Peer assessments

### Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

### Technology Integration & Information Literacy

- ① Uses visual clues to interpret information
- ① Creates works of art with a variety of media including available technology
- ① Captures, stores, retrieves, displays, presents and/or shares artistic creations using available technology
- ① Considers diverse opinions or points of view about art
- ① Understands the concepts of copyright and plagiarism
- ① Efficiently uses age appropriate searching techniques
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.

#### Essential Question

How do artists use the language of art in communication?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4A1</b>	<b>Identifies works of art through images, themes and ideas</b>
		a Compares and contrasts the use of visual images, themes and ideas by various artists
		b Researches and generates ideas for creating works of art
	<b>4A2</b>	<b>Creates works of art to communicate meaning</b>
		a Uses sketching to document ideas and thought processes when creating works of art
		b Selects and uses visual images, themes and ideas to communicate meaning and an emerging personal style
	c Articulates expressions and experiences with others through one’s own art work	

**Key Academic Vocabulary:** theme, image, idea, communication, imagination, fantasy

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## **Essential Learnings**

### **Essential Knowledge, Skills, Topics, Processes, and Concepts**

#### **Standard 2**

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### **Enduring Understanding**

The elements of art and principles of design are essential tools for creating and organizing works of art.

#### **Essential Question**

How are works of art organized?

### **Essential Learnings**

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4A3</b>	<b>Analyzes the elements of art and principles of design in a variety of ways in works of art</b>
	a	Identifies the elements of art and principles of design in the works of others
	b	Applies the elements of art and principles of design in one’s own work
	c	Explores and uses elements of art to create pattern
	d	Experiments with and uses the characteristics of colors

**Key Academic Vocabulary:** elements of art: line, shape, color, texture, space, form value principles of design: balance, rhythm, emphasis, unity, variety, pattern, contrast, harmony, proportion, movement

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Artists experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in works of art.

#### Essential Question

Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4A4</b>	<b>Recognizes that exploration and application of materials, tools, techniques, processes and technology are important components of the visual art process</b>
		a Experiments with different materials and techniques through a variety of media
		b Interprets the potentials and limitations inherent in different art materials and techniques
		c Identifies and applies materials, tools, techniques, processes and technology to create works of art
	<b>4A5</b>	<b>Demonstrates appropriate use of materials and tools</b>
		a Uses art materials, tools and equipment in a safe and responsible manner
	b Uses art materials, tools, and equipment to create well-crafted works of art	

**Key Academic Vocabulary:** craftsmanship, technique, medium, media, process

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

Art is one of humankind’s most powerful and notable contributions throughout history and within all cultures.

#### Essential Question

How does art impact the world and the world impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4A6</b>	<b>Articulates how fine arts and crafts help fulfill basic human needs</b>
	a	Examines and discusses art created by the following artists: Pablo Picasso, Romaré Bearden, and I.M. Pei
	b	Analyzes the roles and purposes of art and artifacts in different cultures with an emphasis on Colonial United States
	c	Uses ideas and designs from other cultures to expand choice of subject matter in one’s own work of art
	d	Creates works of art based on historical and cultural ideas of diverse peoples

**Key Academic Vocabulary:** art history, culture, time period, crafts, style, tradition, artifact, diversity, Pablo Picasso, Spanish, painter, Cubism, Romaré Bearden, African American, Harlem Renaissance, I.M. Pei, Chinese, architecture

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*

#### Enduring Understanding

Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.

#### Essential Question

How is art analyzed and understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>4A7</b>	<b>Interprets works of art based on visual properties and multiple meanings</b>
	a	Analyzes and evaluates works of art created by Pablo Picasso, Romare’ Bearden, and I. M. Pei
	b	Analyzes and evaluate works of art from the Colonial United States
	c	Compares and contrasts abstract, representational and nonrepresentational works of art
	d	Evaluates one’s own creative work and the work of others based on established criteria
	e	Recognizes that peers and other artists may influence individual artistic choices

**Key Academic Vocabulary:** abstraction, representational, nonrepresentational

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Suggested Timelines

<b>Topic</b>	<b>Suggested Timeframe</b>
Images, Themes, Ideas, Meaning	Embedded throughout the year
Elements of Art	Embedded throughout the year
Principles of Design	Embedded throughout the year
Exploration and Application of Materials and Techniques	Embedded throughout the year
Appropriate Use of Materials and Tools	Embedded throughout the year
Arts and Crafts	Two—four instructional sessions
Art of Pablo Picasso	Two—four instructional sessions
Art of Romare Bearden	Two—four instructional sessions
Art of I.M. Pei	Two—four instructional sessions
Art of Colonial United States	Two—four instructional sessions
Visual Properties	Embedded throughout the year
Multiple Meanings	Embedded throughout the year

# Fifth Grade Visual Arts Curriculum Essentials



## Boulder Valley School District Visual Arts Content Standards and Fifth Grade Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Fifth Grade student:**

- √ Analyzes how intended meaning is communicated in the work of others.
- √ Demonstrates how intended meaning is communicated in one's own work of art.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Fifth Grade student:**

- √ Expresses how the elements of art and principles of design help determine the aesthetic choices made in artwork and everyday life.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Fifth Grade student:**

- √ Clarifies how media and techniques can be distinguished and applied in works of art.
- √ Demonstrates proper use of materials and tools.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Fifth Grade student:**

- √ Articulates the contributions of artists to society, cultures and traditions.
- √ Identifies careers that require explicit artistic skills.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

**To meet this standard, a Fifth Grade student:**

- √ Compares and contrasts various works of art through artistic analysis.

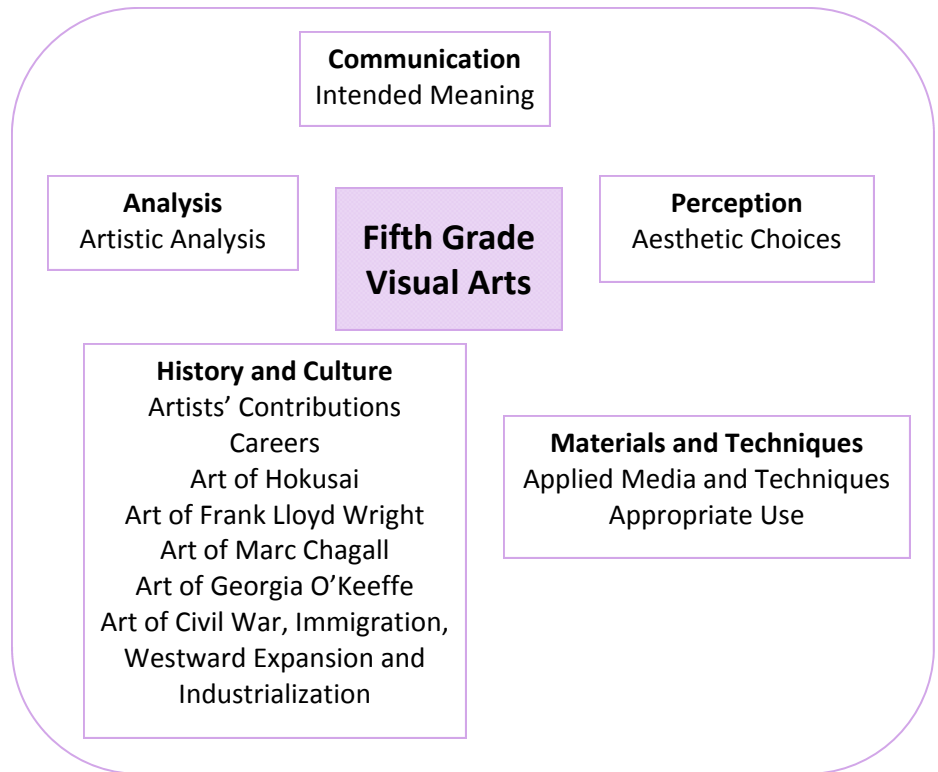
## BVSD Fifth Grade Visual Arts Overview

### Course Description

In fifth grade, color relationships and value are emphasized. Students study and apply the principles of design to their own work. Fifth graders will continue to learn to value and respect their own artwork and the work of others. Students will analyze and critique works of historic and contemporary art to enhance their appreciation and understanding of art and culture. Areas of focus in fifth grade include: Hokusai, Frank Lloyd Wright, Marc Chagall, Georgia O'Keeffe and the Civil War era. Additional artists and cultures that are not addressed at other grade levels may also be included.

### Effective Components of a Fifth Grade Visual Arts Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations
- ✓ Student questions/comments
- ✓ Performance tasks (planning, in-progress, final assignments)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Self and Peer assessments

### Essential Questions

- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

### Technology Integration & Information Literacy

- ① Compares, contrasts and classifies information to clarify thinking
- ① Efficiently uses age appropriate searching techniques
- ① Creates works of art with a variety of media including available technology
- ① Uses digital cameras, scanners, video cameras and editing software
- ① Participates in discussions that reflect diverse opinions or points of view
- ① Accesses age-appropriate information resources
- ① Uses technology responsibly

**Essential Learnings**  
**Essential Knowledge, Skills, Topics, Processes, and Concepts**

**Standard 1**

*Communication— Students recognize and use the visual arts as a form of communication.*

**Enduring Understanding**

Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.

**Essential Question**

How do artists use the language of art in communication?

**Essential Learnings**

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5A1</b>	<b>Analyzes how intended meaning is communicated in the work of others</b>
	a	Identifies and discusses how and why visual images, themes and ideas communicate
	<b>5A2</b>	<b>Demonstrates how intended meaning is communicated in one’s own work of art</b>
	a	Devises and experiments with a variety of possibilities for solving a visual problem
	b	Synthesizes original ideas and observations in unique ways using personal style
	c	Develops ideas for works of art by brainstorming, conducting research, and making preliminary sketches
d	Purposefully selects, organizes and employs visual images, themes and ideas in one’s own works of art to express an intended meaning	

**Key Academic Vocabulary:** perspective, viewpoint, dimension, innovation, original

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### **Standard 2**

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### **Enduring Understanding**

Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.

#### **Essential Question**

Why and how do artists apply the elements of art and principles of design in works of art?

## Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5A3</b>	<b>Expresses how the elements of art and principles of design help determine the aesthetic choices made in artwork and everyday life</b>
	a	Identifies and uses elements of art to express ideas, emotions and experiences in a work of art
	b	Identifies and uses principles of design to express ideas, emotions and experiences in a work of art
	c	Creates a work of art through the use of the primary colors and black and white to mix a variety of hues, tints and shades
	d	Discriminates between color terms and applies colors schemes in a work of art
	e	Applies linear perspective in a work of art

**Key Academic Vocabulary:** elements of art (line, shape, color, texture, space, form, value), principles of design (balance, rhythm, emphasis, unity, variety, pattern, contrast, harmony, proportion, movement), color wheel, hue, pigment, tint, shade, tone, intensity, value, color schemes (warm, cool, complementary, split-complementary, analogous, monochromatic, neutral, triad), linear perspective

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Artists experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in works of art.

#### Essential Question

Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5A4</b>	<b>Clarifies how media and techniques can be distinguished and applied in works of art</b>
	a	Evaluates the selection and use of materials, tools, techniques, processes and technologies for a variety of purposes
	b	Synthesizes experiences with materials, tools, techniques, processes and technology to enhance the communication of ideas
	<b>5A5</b>	<b>Demonstrates proper use of materials and tools</b>
	a	Uses art materials, tools and equipment in a safe and responsible manner
	b	Uses art materials, tools, and equipment to create well-crafted works of art

**Key Academic Vocabulary:** craftsmanship, technique, medium, media, process

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### **Standard 4**

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### **Enduring Understanding**

Art is one of humankind’s most powerful and notable contributions throughout history and within all cultures.

#### **Essential Question**

How does art impact the world and the world impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5A6</b>	<b>Articulates the contributions of artists to society, cultures and traditions</b>
		a Analyzes art based on various historical and cultural traditions with a focus on the Civil War, Immigration, Westward Expansion, and Industrialization
		b Recognizes and interprets the artistic contributions of the following artists: Hokusai, Frank Lloyd Wright, Marc Chagall and Georgia O’Keeffe
		c Utilizes the characteristics of art from various cultures, times and places in one’s own art work
	<b>5A7</b>	<b>Identifies careers that require explicit artistic skills</b>
	a Assesses the roles of artists, architects and designers in shaping their environment	

**Key Academic Vocabulary:** function, form, aesthetic, tradition, Hokusai, Japanese, printmaker, Frank Lloyd Wright, American, architect/designer, Marc Chagall, Russian, French, painter, stained glass artist, Georgia O’Keeffe, American West

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.

#### Enduring Understanding

Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.

#### Essential Question

How is art analyzed and understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>5A8</b>	<b>Compares and contrasts various works of art through artistic analysis</b>
		a Examine the ways in which artists interpret and control space
		b Uses information such as subject matter, symbols, style, elements of art, medium, artist, title, period or culture to evaluate works of art
		c Analyzes works of art by: Hokusai, Frank Lloyd Wright, Marc Chagall, and Georgia O’Keeffe
		d Analyzes works of art from the Civil War through Industrialization
		e Creates and evaluates works of art, including one’s own, based on specific criteria using appropriate art vocabulary

**Key Academic Vocabulary:** subject matter, symbol, style, media, medium , media, period, culture, Realism, Representational, Non-representational, Figurative

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
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Learning Activities			
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## Suggested Timelines

Topic	Suggested Timeframe
Intended Meaning	Embedded throughout the year
Aesthetic Choices	Embedded throughout the year
Applied Materials and Techniques	Embedded throughout the year
Appropriate Use of Materials and Techniques	Embedded throughout the year
Artists' Contributions	Embedded throughout the year
Careers	Embedded throughout the year
Art of Hokusai	Two—four instructional sessions
Art of Frank Lloyd Wright	Two—four instructional sessions
Art of Marc Chagall	Two—four instructional sessions
Art of Civil War through Industrialization (Includes Immigration and Westward Expansion)	Two—four instructional sessions
Artistic Analysis	Embedded throughout the year