

Visual Arts

Curriculum Outcomes K-8

Educational Programs & Services Branch
Department of Education
PO Box 6000
Fredericton, NB
E3B 5H1

OCTOBER 1995

Acknowledgements

The Department of Education wishes to acknowledge the contribution of the following teachers in the developing and reviewing of the Visual Arts Curriculum Outcomes K-8 document. Feedback from school district supervisors is also appreciated.

Visual Arts Outcomes Working Group

Carole Marquis – School District 15
Angela Williams – School District 16

Elementary Art CDAC to June 1995

Charles Flewelling – School District 02
Linda Gallant – School District 16
Wendy Richards – School District 08
Heather Scott – School District 18
Angela Williams – School District 16

Middle Level Junior High CDAC to June 1995

Lynn Carr – School District 08
Carole Marquis – School District 15
Vicki Scribner – School District 02
Hart Swedersky – School District 10

Department of Education Consultants

Avis Fitton
Darlene Whitehouse-Sheehan
Gervais Warren

Visual Arts Curriculum Outcomes K-8

This document outlines the outcomes for Visual Arts for Grades K-8. It identifies the skills, attitudes, knowledge and understandings that students must demonstrate at the end of Grades 2, 5 and 8.

The intention of the document is to inform administrators, teachers, parents and students of the expectations of the public school system regarding achievement and progress in the visual arts.

Visual Arts curricula contain five related components which taken together offer a comprehensive developmental program:

MATERIALS AND TECHNIQUES	ELEMENTS OF ART AND PRINCIPLES OF DESIGN	DEVELOPMENT OF IMAGERY	VISUAL AWARENESS	RESPONDING TO ART
<ul style="list-style-type: none"> - deals with exploration, choice and mastery of a variety of artistic media to solve visual challenges and to communicate visually. This is the most detailed component because of the emphasis on art exploration and production. 	<ul style="list-style-type: none"> - includes the correct use of the language of art and an understanding of basic structure of art works. 	<ul style="list-style-type: none"> - focuses on the need to encourage students' imagination in order to produce works of art that are creative, reflective, and personal. 	<ul style="list-style-type: none"> - refers to the ability to observe and record the everyday world and create from memory. 	<ul style="list-style-type: none"> - promotes critical thinking in describing, analyzing and judging art, develops a personal response to art, and stresses the importance of art for individuals and societies, past and present.

The five components employ the following organization: The outcome is identified stating what the student must be able to demonstrate. Listed below are skills and understandings that are directly related to the outcome. Mastery of these skills and understandings are necessary to ensure achievement of the outcome. This format applies to the three identified grades (grades 2, 5, 8).

The identified outcomes contribute to the outcomes of both the K-8 Foundation Document and the Essential Graduation Learnings of the Atlantic Canada Educational Foundation.

There are a number of curriculum documents that offer activities and strategies to support the attainment of the visual arts outcomes. These are available from the Instructional Resources Branch, Department of Education and are listed with title number:

Young Children Learning 841620
 Art Education Sample Lesson Plans Grade 1-3 8426200
 Junior High Art Education Curriculum Guide 250010
 Computer Integrated Art Lessons 840550

Elementary Art Curriculum Guide 250020
 Art Education Sample Lesson Plans Grades 4-6 (pilot)
 Art Education 7, 8, 9 Resource Document (reprinting)
 Art History Modules 841060

VISUAL ARTS OUTCOMES (Grades K-2)

By the end of grade 2 students will:

MATERIALS AND TECHNIQUES
<i>Manipulate and experiment with art materials such as pencils, paint, wax crayons, pastels, markers, computer software, paper, clay and paste.</i>

ELEMENTS OF ART AND PRINCIPLES OF DESIGN
<i>Recognize and discriminate among the art elements (colour, line, texture, shape) in their art work, the work of artists, in nature and other objects in their total environment.</i>

DEVELOPMENT OF IMAGERY
<i>Create art works based on memory, imagination, and fantasy, including responses to music and literature.</i>

VISUAL AWARENESS
<i>Describe images that are derived from a variety of sources, e.g., books, photographs, art works.</i>

RESPONDING TO ART
<i>Demonstrate a willingness to discuss variety of art and formulate personal responses.</i>

Painting:

- demonstrate proper painting behaviour, e.g., cooperating with others, correct holding of brush, cleaning brush and applying paint to a surface
- apply different brush strokes to suggest lines of varying thickness and density
- experiment with a painting resist over wax crayon and/or oil pastel

Paper Manipulation:

- tear and cut paper to achieve desired results
- apply correct gluing technique, i.e., economically and effectively
- create a collage by cutting, tearing, sorting, overlapping, gluing
- follow a sequence of simple directions, e.g., fold paper, cut along crease to make a symmetrical shape or stencil

Drawing Explorations:

- produce different line densities by drawing with light and heavy pressure
- experiment, using crayons and pastels, with overlapping colours to create additional colours and textures
- experiment with the tip and flat side of crayon and pencil

Printmaking:

- explore introductory printmaking techniques e.g., stamping- using fingers, hands, vegetables, clay, erasers, found objects to create a repeated pattern
- stencils - enclosed cut paper design
- rubbings - using found objects



Technology:

- create a design or image on the computer

Materials:

- use common tools such as scissors and brushes safely.

Three Dimensional Exploration:

- experiment with modeling techniques using clay, plasticine, playdough, e.g., pinch, push, coil, and additive techniques to create a product.
- experiment with papier mâché.



VISUAL ARTS OUTCOMES (Grades 3-5)

By the end of grade 5 students will:

MATERIALS AND TECHNIQUES
<i>Choose from a variety of art media to express a feeling, to communicate a message and represent people, places and objects.</i>

ELEMENTS OF ART AND PRINCIPLES OF DESIGN
<i>Demonstrate how the elements of art, e.g., colour, line texture, shape, can be manipulated to create unity and variety.</i>

DEVELOPMENT OF IMAGERY
<i>Create an art work, independently, based on memory, observation, imagination, fantasy, mood and in response to expressive art forms, e.g., dance, drama, music and literature.</i>

VISUAL AWARENESS
<i>Describe visual properties and qualities in the world around them.</i>

RESPONDING TO ART
<i>Describe art works using appropriate vocabulary.</i>

Painting:

- explore different painting techniques, e.g., dry brush, wet brush, overpainting, stippling, paint qualities (opaque, transparent)
- paint on various scales, e.g., large and small
- complete simple mixed media investigations, e.g., paint over wax crayons or oil pastels to create a resist effect
- plan and complete a painting independently

Paper Manipulation:

- identify horizontal and vertical orientation of paper position and demonstrate appropriate choice to complete work
- use a variety of paper manipulation techniques, e.g., folding, curling, weaving, overlapping to create a collage, montage or mobile
- understand that a two-dimensional surface can become three-dimensional by various paper manipulation and additive techniques
- demonstrate a variety of attachment techniques, e.g., tying, stapling, taping, folding, slotting, gluing

Drawing Explorations:

- predict and control overlapping or blending of colours to create desired results
- use light and heavy pressure leading to investigations in value
- draw over a painting using various stick media, e.g., crayons, pastels, colour pencils
- experiment with lines to create a crayon etching

Printmaking:

- explain how an image created on one surface will be reversed when printed
- create a unified composition combining different stencils and/or stamping and/or rubbings
- complete an artwork by drawing into Styrofoam (intaglio technique)

Three Dimensional Exploration:

- compare and contrast a two dimensional art work with a three-dimensional object
- use additive and constructive techniques with clay, e.g., slip and score

- use warm, cool, light, dark colours for expressive and representational purposes
- apply different kinds of line in their own artwork and identify line in the work of artists and in nature
- recognize size relationships, near/far, over/under, different planes, i.e., foreground, background, mid-ground
- identify different categories of shape (organic, inorganic, geometric)
- discuss simple compositional elements in their art work and the art work of others, e.g., horizontal line, area of emphasis, symmetrical balance, repeating shapes

⇒

Technology:

- demonstrate the use of basic paint program menu options, to create, save and print a design or image applying knowledge of the elements of art
- name various sources that supply information on art, e.g., CD ROM, internet, libraries

↑

↑

↑

⇒

Materials:

- use common tools and materials safely and independently with decreasing teacher intervention

- generate and select ideas for art work

- use a variety of sources to stimulate ideas on art work, e.g., poems, songs, the environment

- use a variety of subject matter in their art work

- demonstrate self-confidence and eagerness toward their art production, expression and discussion

- develop observational skills, e.g., details to enrich personal images

- identify art elements in the natural and manufactured world

- use a variety of sources for images, such as, memory, fantasy, observation and recording

- practice and develop observation and memory skills

- recognize that a response to art involves feelings, understandings and knowledge, e.g., medium, subject matter, and composition

- describe how people may have different responses to an art work

- recognize different styles among classmates' and artists' artworks

VISUAL ARTS OUTCOMES (Grades 6-8)

By the end of grade 8 students will:

MATERIALS AND TECHNIQUES

Create works of art using identified media and corresponding techniques appropriate to their artistic development.

Painting:

- make appropriate choices of paint brush size to achieve desired results
- predict and demonstrate desired results using tempera paint to achieve: opaque and transparent effects, variety of brush strokes, subtleties of colour mixing

Drawing:

- create a feeling of movement in a drawing, i.e., gesture
- practice careful observation for drawing a variety of objects, e.g., still life, portrait and landscape
- create contour drawings
- draw what is seen instead of what is known
- recognize and practice showing depth, i.e., converging lines, size diminishment, loss of detail, fore-mid-background relationships, linear overlapping, placement

Printmaking:

- identify and use appropriately printmaking tools, e.g., brayer, carving tools, printing inks, squeegee
- demonstrate a variety of printmaking techniques, e.g., rubbings, relief prints
- draw a design, prepare the printing plate and produce a print using one colour
- recognize the wide variety of applications of printmaking techniques, e.g., license plates, crests, clothing
- explain the documentation of printed editions

Three-Dimensional Work:

- recognize and understand the difference between sculpture and three-dimensional design that is functional, e.g., desk, chair, telephone
- explain the difference between relief sculpture and sculpture-in-the-round
- demonstrate additive and subtractive construction processes
- demonstrate proper design and construction considerations with different media, such as paper, cardboard, wood, wire, soap, clay
- identify the relationships between an armature and the finished form

Technology:

- demonstrate an understanding of the elements of art and principles of design using the computer to generate images
- create design/images on subjects, topics and themes relevant to the art and other curriculum areas

Materials:

- use tools, materials and equipment safely and appropriately
- recognize the difference among various common art papers, mark making media, adhesives and suggest appropriate uses for each

ELEMENTS OF ART AND PRINCIPLES OF DESIGN

Demonstrate skill in organizing the elements of art to create images that convey a personal message and provide evidence of observation skills.

- identify and use complementary colours for expressive purposes
- define the term contour and recognize how it creates a shape
- explain the difference between shape and form
- recognize and describe the principles of design in the world around them, e.g., balance, emphasis, repetition and movement

DEVELOPMENT OF IMAGERY

Create art works based on a response to a variety of art styles, e.g., Realism, Impressionism and Renaissance.

- explain preferences of style in their art production
- explain how subject matter can be treated differently
- create an image and modify it using another medium

VISUAL AWARENESS

Use observational and memory skills to record and create recognizable images of the real world.

- illustrate form through the use of cross-hatching, continuous line, layering, stippling
- demonstrate the relationship of the parts to the whole, e.g., proportion
- practice careful observation in various settings depicting a variety of subjects

RESPONDING TO ART

Explain the importance of art for both individuals and society.

- explain the difference between personal preference and critical judgment
- describe in simple terms two art movements or styles
- list artistic characteristics of a style or movement and relate and compare these to personal art making experience, e.g., use of perspective
- name several exemplars and prominent artists of a particular style
- describe how art is created and used for different purposes, e.g., social, commercial, personal and religious
- access information on art history and artists using CD ROM technology and information networks