



# Southmoreland School District Elementary (K- 5) Art Curriculum Overview

## **Elementary (K - 5) Art Curriculum:**

The elementary art curriculum for grades K - 5 is divided into four modules: (1) Making of Art, (2) History of Art, (3) Critiquing of Art, and (4) Aesthetics of Art. Elementary art students are encouraged to explore their imaginations by making choices that enhance communication of their ideas and stimulate visual awareness, personal expression, and self-evaluation. They develop knowledge and skills from year to year as the art curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students develop a sense of history, including the ability to value art created by different cultures. The students learn to interpret artwork and critique its value and purpose. Finally, students at the elementary level begin to understand the meaning and impact of the visual world in which they live.

## **Module Titles:**

**Module 1:** Making of Art

**Module 2:** History of Art

**Module 3:** Critiquing of Art

**Module 4:** Aesthetics of Art

## **Module Overviews:**

### **Module 1: Making of Art**

The goal of this module is for students to create two and three dimensional artwork that communicates their ideas and feelings. Elementary students begin by learning the proper care and safe usage of art materials and tools. They explore elements and principles of color, value, texture, line, shape, form, space, and pattern in drawings, paintings, pottery, prints, and mixed media. Students build on the foundations of color theory beginning with primary colors, secondary colors, tints, shades, and analogous colors. In addition, students learn to blend and mix colors to create intensity, contrast, dimension, texture, and interest. The students become familiar with manipulating colors to achieve these desired effects. They apply and understand the concepts of composition, balance, and proportion. Students study portraits, landscapes, still life, and abstract drawings. Finally, students apply correct painting techniques using a variety of brushes and styles.

### **Module 2: History of Art**

The goal of this module is for students to explore the influences of artwork across time and space. Elementary students study the artistic styles of past and present artists.



# Southmoreland School District Elementary (K- 5) Art Curriculum Overview

They explore various styles, artworks, and cultures through the process of applying these concepts to their own art. Students analyze artwork, looking for clues related to time, place, and style. In addition, students make connections between artwork and events that provide historical and cultural contexts. The students compare and contrast their lives and experiences to their perceptions of the world that shape their ideas of self expression through art. They recognize selected western and non-western artworks, artists, and styles. Finally, students value and appreciate artwork for its historical significance.

### **Module 3: Critiquing of Art**

The goal of this module is for students to analyze qualities and features of artwork. Elementary students pose questions and make meaning of information gathered from artwork. They learn the language of art and use art vocabulary to critique elements and principles in artwork (color, value, texture, line, shape, form, space, and pattern). Students recognize the subject, theme, and main idea of artists' works from diverse cultures. Finally, students integrate styles of impressionism, graffiti, and pointillism in their art.

### **Module 4: Aesthetics of Art**

The goal of this module is for students to defend their preferences for specific artwork as informed reasons about art. Elementary students generate their own ideas about the representation of artwork as either a response to their feelings, moods, or emotions. They justify their reasons by applying criteria to determine the intent of the artwork as realistic, formal, or emotional. Students communicate the value of the artwork shaped by their very own perceptions and appreciation for it. Finally, students reflect on the role of art in the world, their daily life, and to mankind.