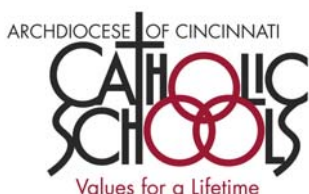


Archdiocese of Cincinnati

Teaching for the 21st Century



A Graded Course of Study for
Art

2006

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Archdiocese of Cincinnati Graded Course of Study for Art 2006

PROGRAM PHILOSOPHY

Beyond the obvious appreciation of sculpture, paintings, and other museum quality works of art, an understanding and appreciation for art is a skill and gift that enriches a person's entire life. Wherever we go, whatever we do, we are surrounded by the beauties of nature and by human articles that have been designed. The clothes we wear, the cars we drive, the homes we live in and furnish are only a few of the "works of art" we constantly encounter. An aesthetic sense of color and design allows us to choose, enjoy, and appreciate all these things to a greater degree.

In promoting the arts, educators "foster the aesthetics of learners by encouraging them to appreciate the world as charged with grandeur and meaning; to enjoy its beauty -- especially in creation; to treasure its knowledge and wisdom -- especially in the sciences and humanities; to appreciate and contribute to human creativity -- especially through the arts."* Arts education permeates all areas of curricula, enhances and attracts students to many different areas of learning, and provides them the opportunity to engage in creative, productive, and enjoyable experiences. It fosters an awareness and appreciation for the symbolic, the fantastic, and the historical as well as the realistic. It reflects aspects of culture and social development as nothing else can.

Good arts education should include a balance of an appreciation (criticism) of the arts, knowledge of historical and cultural aspects, and the production of art work. "If art education does not engage a persons' own aesthetic creativity, it is unlikely to achieve its proper intent in the curriculum -- that students not only grow to appreciate the arts but also develop the artist in themselves."* It is the intent of this graded course of study for art to promote just that.

* From Thomas Groome, *Educating for Life*, Thomas More Press, 1998.

Introduction:

The **Graded Course of Study for Art** is based on the *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, 1994. It also reflects the *Ohio Academic Content Standards for the Arts*, 2004. (see Appendix).

While the Ohio Academic Content Standards for the Fine Arts detail comprehensive arts education programs including music, art, drama, and dance, the Archdiocesan graded courses of study recognize that not all schools have the means to provide in-depth arts education in all four areas. Our documents, therefore, focus on the development of the arts goals and objectives in the traditional areas of classroom art and music.

Schools that employ art specialists should make every effort to provide these professionals with opportunities to interact with classroom teachers to help **integrate the arts** in the specific curriculum being taught at various grade levels. The arts are particularly well-suited to religion, language arts, and social studies. Art can contribute to reading and social studies, where illustrations are examined and analyzed for the content they convey. They can also contribute significantly to math through geometry and patterning, and to science through the principles of art in nature, art production, materials, techniques, etc.

This Graded Course of Study sets out the objectives that should be addressed in a classroom art program. It is not meant to be a complete, detailed listings of exactly what to say, when, and how to do it. There are some excellent art series available whose purpose is to do just that, and there are suggested lessons and websites included with this GCS. The Graded Course of Study presents guidelines as to **what should be taught** at various levels so that there is some continuity and basis for further arts instruction. This is also meant to **take advantage of the expertise and interests of the teachers and students**, since the objectives can be approached in a variety of ways. If teachers have the expertise and the time to **go beyond** what is listed here, they are encouraged to do so. But all students should be receiving a **balanced program** (not all production, not all historical/cultural study, etc.) in the essential elements and skills of art education outlined here.

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Program Goal I. Aesthetic Perception and Criticism

The world is filled with art; no one can avoid dealing with art in some form or other. Every visual object has elements of art and design. Students should be able to identify the visual aspects that make an object more or less pleasing to the eye. They should have a basis for communicating meaningfully about works of art. This first goal supports the National Standards for the Arts, # 2, 3, 5, and 6 (see [Appendix A](#)), and the Ohio Content Standards for *Valuing the Arts/Aesthetic Reflection, Analyzing and Responding, and Connections, Relationships and Applications*.

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

Program Objective:

Students will analyze, interpret and evaluate a wide variety of works of art.

Grades PreK-K students will:

1. Identify art in the classroom, home, school, church, community.
2. Identify works of art as realistic, imaginary/fantasy, non-objective
3. Recognize subject matter of art work (common objects, people, places, events)

Grades 1-2 students will:

4. Identify art in the classroom, home, school, church, community.
5. Identify works of art as realistic, imaginary/fantasy, non-objective
6. Recognize subject matter of art work (common objects, people, places, events)
7. Identify different purposes people have for creating works of art
8. Identify a variety of art forms (paintings, murals, ceramics, sculpture, etc.)
9. Begin to recognize similarities and differences in artistic style
10. Discuss initial reaction/response to art work

Grades 3-5 students will:

11. Identify commonalities, unique features in various art forms and/or works of art
12. Identify themes in art (ideas, events, or relationships important to individuals and/or society, such as family, work, everyday life, historical events, etc.)
13. Identify different uses for which works of art have been created, such as worship entertainment, utility, adornment, etc.
14. Classify art objects as fine art, functional art, folk art
15. Explore content or message of works of art
16. Discuss works of art in terms of the elements of art, principles of design, and media used.
17. Discuss works of art in terms of artist's meaning or purpose, mood or emotion expressed
18. Develop and apply art vocabulary in discussions
19. Apply the strategies of art criticism to describe, analyze and interpret selected works of art
20. Express, with supporting reasons, personal reactions to works of art

Grades 6-8 students will:

21. Continue to apply the strategies of art criticism to describe, analyze and interpret selected works of art
22. Explain how art elements and principles are used to produce certain visual effects (e.g. dynamic tension, textured surfaces, etc.)
23. Describe aspects of art work in terms of media, techniques, processes used
24. Explain how gender, age, culture, and personal experience influences tastes in art works
25. Establish and use criteria for making judgments about works of art
26. Interpret the artist's meaning, mood, symbolism, and other expressive qualities in an artwork
27. Compare the works of different artists on the basis of purpose and style(e.g., functional/nonfunctional, representational/abstract)
28. Interpret a work of art by analyzing the effects of history and culture on the work
29. Compare, contrast different points of view about works of art
30. Judge or evaluate an art work and offer reasons to support judgment

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Program Goal II. Art History and Culture

A work of art reflects the culture and time period in which it is/was created. We can learn much about a culture and time period from the art work associated with it. Students should have a basis for identifying works of art from various cultures, time periods, and by major artists or representatives of a period. This goal reflects National Standards #2, 3, 4, and 6, and Ohio Content Standards for *Historical, Cultural and Social Context* (see [Appendix](#)).

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

Program Objective:

Students will understand and appreciate the historic and cultural significance of various works of art

Grades PreK-K students will:

31. Recognize visual symbols, images and icon of the United States (flag, eagle, monuments, landmarks)
32. Use paintings, photographs, drawings to answer questions about daily life in the past

Grades 1-2 students will:

33. Begin to identify works of art from various cultures, time periods.
34. Begin to recognize art as a visual record of humankind
35. Use paintings, photographs, drawings to answer questions about daily life in various countries and time periods
36. Learn about the lives of several culturally [representative artists](#) and identify their work or style
37. Name some careers that involve art

Grades 3-5 students will:

38. Recognize works of art as historical artifacts and visual records of civilization
39. Understand how societies express values and beliefs through art work
40. Recognize the purpose and function of visual arts in the community
41. Compare and contrast the decorative and functional qualities of works of art from different regions of the US, different cultures, and different countries
42. Identify art forms from various regions and traditions of North America (e.g., totem poles, kachina dolls, pottery, quilts), from Africa, and from ancient civilizations (see Social Studies GCS)

43. Explore several careers involving art (e.g, cartoonist; architect; sign painter; graphic artist; interior designer; product designer - jewelry, furniture, wallpaper, etc.; photographer; book illustrator; etc.)
44. Describe the lives, work, and impact of [representative artists](#) in various periods of US (grades 3-4) and world (grade 5) history

Grades 6-8 students will:

45. Discuss how societal, political, religious and cultural values influence art.
46. Describe how and why the same subject might be represented differently in works of art in different cultures and time periods
47. Recognize various styles of art
48. Identify [representative artists](#) and works of art from different countries and periods of history (recommend correlating with social studies)
49. Place major works, artists, styles in historical context
50. Discuss the relationships of [artists and patrons](#) in various time periods, including today
51. Identify examples of contemporary visual culture and discuss how visual art shapes people's tastes, choices, values, buying habits and opinions.
52. Explore several careers involving art (e.g, cartoonist; architect; sign painter; graphic artist; interior designer; designer of fashions, logos, packages, greeting cards, store displays, theater sets, etc; photographer; book illustrator)

[To Goals](#)

Program Goal III. Art Production and Expression

The purpose of art production is to enable individuals to create and express their thoughts and ideas visually. All students should have the opportunity to explore various media and techniques, and to use art as a means of expression. Personal experiences, memories, observations and imagination should be expected to influence a student's art work. Teachers need to recognize and honor the students' individual creative and critical thinking processes, allowing student art work to be the unique interpretations and expressions that they are meant to be.

Goal III promotes National Standards #1, 2, 3, and 5, and Ohio Content Standards for *Creative Expression and Communication*, and *Connections, Relationships and Applications* (see [Appendix](#)).

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

Program Objective A:

Students will recognize the elements of art in various works, and utilize them in their own creations.

Grades PreK-K students will:

- 53. Recognize basic 2-dimensional figures (circle, square, rectangle, triangle)
- 54. Draw free-form/organic shapes
- 55. Identify the eight basic colors
- 56. Recognize line as an element of art

Grades 1-2 students will:

- 57. Recognize and replicate basic 2-dimensional figures (circle, square, rectangle, triangle)
- 58. Draw free-form/organic shapes
- 59. Trace shapes, lines, and cut patterns
- 60. Use basic shapes in drawings
- 61. Identify primary colors
- 62. Demonstrate knowledge of warm colors and cool colors
- 63. Understands "value" as lightness/darkness of a color
- 64. Identify and name types of lines (e.g. thick, thin, dotted, wavy)
- 65. Identify texture and use materials of different textures in personal art work
- 66. Recognize elements of line, shape, color and texture in works of art

Grades 3-5 students will:

67. Demonstrate knowledge of the color wheel including
 - intermediate colors
 - monochromatic colors
 - analogous colors
 - complementary colors
 - tints, tones, and shades; intensity
68. Mix primary colors to produce secondary colors
69. Identify and use neutrals such as black, white, gray
70. Experiment with line (vertical, horizontal, diagonal, zigzag, curved, long, short, thick, thin)
71. Recognize horizontal, vertical, and diagonal lines
72. Use line to create/represent textures in drawings
73. Explore ways of creating texture in art work
74. Understands "shape" as being two-dimensional flat space enclosed by line
75. Understands "form" as being a three-dimensional object
76. Create three-dimensional figures (free forms/organic shapes)
77. Explore ways of simulating three-dimensional basic forms (cube, cone, cylinder, pyramid, sphere) in drawings, paintings
78. Understand positive and negative space in art work
79. Create art work using positive and negative space
80. Understand value as having a range of lightness to darkness

Grades 6-8 students will:

81. Recognize actual and implied lines in own and other works of art
82. Recognize and use properties of color (hue, value, intensity)
83. Discuss art works in terms of elements of art (line, color, shape, texture, form, space)
84. Demonstrate the ability to use all elements of art in original work
85. Combine basic and organic shapes in three dimensional figures

[To Goals](#)

Program Objective B:**Students will recognize and utilize the principles of design in art.****Grades PreK-K students will:**

- 86. Identify patterns in nature and in art works
- 87. Replicate or imitate patterns in art work

Grades 1-2 students will:

- 88. Identify patterns in nature and in art works
- 89. Use lines and shapes to create patterns
- 90. Identify dominance or emphasis in color, texture, and line
- 91. Create art work using contrast
- 92. Identify symmetrical pieces
- 93. Identify asymmetrical pieces
- 94. Create symmetrical art work.

Grades 3 - 5 students will:

- 78. Identify and discuss patterns in nature and in art
- 79. Identify and discuss elements of contrast in nature and in art
- 80. Identify and discuss proportion (relation of size of one part to whole) in nature and art.
- 81. Recognize "balance" as a way of arranging elements to create a sense of equality or visual weight
- 82. Identify and create pieces using symmetry and asymmetrical balance
- 83. Identify radial balance and create art using radial balance
- 84. Identify rhythm or movement in art and in nature
- 85. Incorporate elements of rhythm or movement in art work
- 86. Identify dominance or emphasis in art and how the dominant image was created (what made it stand out)
- 87. Identify unity or harmony in art and discuss how the artist created the sense of unity
- 88. Identify variety in art and discuss how the artist achieved variety in the work
- 89. Discusses art and nature in terms of the principles of design
- 90. Show depth (perspective) using size, placement of objects, detail, and color

Grades 6 -8 students will:

91. Demonstrate the ability to use the principles (guidelines) of design in original work:

- Rhythm/Movement
- Balance/Symmetry
- Contrast
- Proportion/Distortion
- Pattern
- Dominance/Emphasis
- Variety
- Unity/Harmony

92. Create works showing perspective (appearance of depth)

93. Create pieces using two-point perspective

94. Discusses art and nature in terms of the principles of design

[To Goals](#)

Program Objective C:

Students will experience a variety of media and techniques for art production.

Grades PreK-K students will:

112. Participate in a variety of art making projects:

- Drawings (from memory, observation, imagination) using pencil and crayon
- Paintings (tempera)
- Sculptures (clay or modeling compounds)
- Crafts

113. Demonstrate ability to use a variety of media and standard techniques effectively:

- Paper: folding, cutting, gluing
- Crayon: light, dark
- Clay or modeling compounds: free form

Grades 1-2 students will:

114. Participate in a variety of art making projects:

- Drawings (from memory, observation, imagination) using pencil and crayon
- Paintings (tempera)
- Sculptures (clay or modeling compounds)
- Monoprints (vegetable, leaf)
- Crafts

115. Demonstrate ability to use a variety of media and standard techniques effectively:

- Paper: folding, cutting, gluing
- Crayon: light, dark; rubbings
- Clay or modeling compounds: rolling, shaping

116. Begin to use elements and principles of art to express ideas, emotions, experiences

117. Begin to evaluate art work

Grades 3-5 students will:

118. Demonstrate ability to produce various types of art works:
 - Drawings (from memory, observation, imagination) using pencil, pen, crayon, markers
 - Paintings (tempera and water color)
 - Sculptures (mobiles, paper, hard- soft-sculptures)
 - Monoprints
 - Crafts
 - Collage/montage
 - Posters
 - Fiber art/textiles
119. Demonstrate ability to use a variety of media and standard techniques effectively, including:
 - Paper: folding, cutting, scoring, curling, slotting
 - Crayon: resists, rubbings, etchings
 - Chalk: blending,
 - Tissue paper: cut, tear, overlap
 - Paint: tempera, water color
 - Clay or modeling compounds: pinch, slab, coil
 - Printmaking: stencils (raised, incised)
 - Fiber arts (paper weaving, stitchery, banners, costumes, etc.)
 - Mixed media
120. Demonstrate ability to represent an object from various points of view
121. Demonstrate ability to measure and draw lines to 1/2" and 1/4" using a ruler, and find midpoint of line or page
122. Experience a variety of art media and techniques, e.g.: murals, mosaics, diorama, jewelry making, mobiles, etc.
123. Use elements and principles of art to express ideas, emotions, experiences
124. Begin to evaluate art work, use feedback and self assessment to improve quality of art work

[To Goals](#)**Grades 6-8 students will:**

125. Demonstrate ability to produce various types of art works:
 - Drawings (from memory, observation, imagination) using variety of media
 - Paintings
 - Sculptures (bas-relief, mobiles, paper, hard- soft-sculptures)
 - Prints
 - Crafts
 - Collage/montage
 - Posters
 - Fiber art
126. Demonstrate ability to use a variety of media and standard techniques effectively, including:
 - Paper: folding, cutting, scoring, curling, slotting
 - Chalk/charcoal
 - Tissue paper: cut, tear, overlap
 - Paint: water color; dry brush, wet-on-wet

- Pencil/pen and ink
 - Printmaking
 - Fiber arts: weaving, braiding, stitching/lacing, macramé, latch hook, quilting
 - Mixed media
127. Demonstrate the ability to:
- Measure (to 1/8") and draw lines using a ruler
 - Find midpoint of line or page
 - Draw circles and arcs with use of compass
128. Demonstrate knowledge of standard techniques in creating one- and two-point perspective and depth
129. Demonstrate ability to represent an object from various points of view
130. Experience a variety of art media and techniques e.g.: mosaics, batik, photography, film-making, animation, architecture, calligraphy, cartooning/ caricature, mobiles, etc.
131. Create art work to convey a person idea, purpose or emotion
132. Improve craftsmanship and refine ideas in response to feedback and self assessment
133. Explain and defend personal artistic decisions

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Grades Pre-K - Kindergarten

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

Aesthetic Perception and Criticism

1. Identify art in the classroom, home, school, church, community.
2. Identify works of art as realistic, imaginary/fantasy, non-objective
3. Recognize subject matter of art work (common objects, people, places, events)

Art History and Culture

31. Recognize visual symbols, images and icon of the United States (flag, eagle, monuments, landmarks)
32. Use paintings, photographs, drawings to answer questions about daily life in the past

Art Production and Expression: Elements of Art

53. Recognize basic 2-dimensional figures (circle, square, rectangle, triangle)
54. Draw free-form/organic shapes
55. Identify the eight basic colors
56. Recognize line as an element of art

Art Production and Expression: Principles of Design

86. Identify patterns in nature and in art works
87. Replicate or imitate patterns in art work

Art Production and Expression: Media and Techniques

112. Participate in a variety of art making projects:
 - Drawings (from memory, observation, imagination) using pencil and crayon
 - Paintings (tempera)
 - Sculptures (clay or modeling compounds)
 - Crafts
113. Demonstrate ability to use a variety of media and standard techniques effectively:
 - Paper: folding, cutting, gluing
 - Crayon: light, dark
 - Clay or modeling compounds: free form

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Grade PK-K Art	Class _____ Date _____	
Announcements:	Teacher Materials:	
	Student Materials:	
Instructional Objectives: Aesthetic Perception and Criticism 1. Identify art in the classroom, home, school, church, community. 2. Identify works of art as realistic, imaginary/fantasy, nonobjective 3. Recognize subject matter of art work (common objects, people, places, events) Art History and Culture 31. Recognize visual symbols, images and icon of the United States (flag, eagle, monuments, landmarks) 32. Use paintings, photographs, drawings to answer questions about daily life in the past Art Production and Expression: Elements of Art 53. Recognize basic 2-dimensional figures (circle, square, rectangle, triangle) 54. Draw free-form/organic shapes 55. Identify the eight basic colors 56. Recognize line as an element of art Art Production and Expression: Principles of Design 86. Identify patterns in nature and in art works 87. Replicate or imitate patterns in art work Art Production and Expression: Media and Techniques 112. Participate in a variety of art making projects: <ul style="list-style-type: none"> • Drawings (from memory, observation, imagination) using pencil and crayon • Paintings (tempera) • Sculptures (clay or modeling compounds) • Crafts 113. Demonstrate ability to use a variety of media and standard techniques effectively: <ul style="list-style-type: none"> • Paper: folding, cutting, gluing • Crayon: light, dark • Clay: free form 	Procedure:	
	Evaluation:	

Grade 1-2

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

Aesthetic Perception and Criticism

4. Identify art in the classroom, home, school, church, community.
5. Identify works of art as realistic, imaginary/fantasy, non-objective
6. Recognize subject matter of art work (common objects, people, places, events)
7. Identify different purposes people have for creating works of art
8. Identify a variety of art forms (paintings, murals, ceramics, sculpture, etc.)
9. Begin to recognize similarities and differences in artistic style
10. Discuss initial reaction/response to art work

Art History and Culture

33. Begin to identify works of art from various cultures, time periods.
34. Begin to recognize art as a visual record of humankind
35. Use paintings, photographs, drawings to answer questions about daily life in various countries and time periods
36. Learn about the lives of several culturally [representative artists](#) and identify their work or style
37. Name some careers that involve art

Art Production and Expression: Elements of Art

57. Recognize and replicate basic 2-dimensional figures (circle, square, rectangle, triangle)
58. Draw free-form/organic shapes
59. Trace shapes, lines, and cut patterns
60. Use basic shapes in drawings
61. Identify primary colors
62. Demonstrate knowledge of warm colors and cool colors
63. Understands "value" as lightness/darkness of a color
64. Identify and name types of lines (e.g. thick, thin, dotted, wavy)
65. Identify texture and use materials of different textures in personal art work
66. Recognize elements of line, shape, color and texture in works of art

Art Production and Expression: Principles of Design

- 88. Identify patterns in nature and in art works
- 89. Use lines and shapes to create patterns
- 90. Identify dominance or emphasis in color, texture, and line
- 91. Create art work using contrast
- 92. Identify symmetrical pieces
- 93. Identify asymmetrical pieces
- 94. Create symmetrical art work.

Art Production and Expression: Media and Techniques

- 114. Participate in a variety of art making projects:
 - Drawings (from memory, observation, imagination) using pencil and crayon
 - Paintings (tempera)
 - Sculptures (clay or modeling compounds)
 - Monoprints (vegetable, leaf)
 - Crafts
- 115. Demonstrate ability to use a variety of media and standard techniques effectively:
 - Paper: folding, cutting, gluing
 - Crayon: light, dark; rubbings
 - Clay or modeling compounds: rolling, shaping
- 116. Begin to use elements and principles of art to express ideas, emotions, experiences
- 117. Begin to evaluate art work

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Grade 3-5

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

Aesthetic Perception and Criticism

11. Identify commonalities, unique features in various art forms and/or works of art
12. Identify themes in art (ideas, events, or relationships important to individuals and/or society, such as family, work, everyday life, historical events, etc.)
13. Identify different uses for which works of art have been created, such as worship entertainment, utility, adornment, etc.
14. Classify art objects as fine art, functional art, folk art
15. Explore content or message of works of art
16. Discuss works of art in terms of the elements of art, principles of design, and media used.
17. Discuss works of art in terms of artist's meaning or purpose, mood or emotion expressed
18. Develop and apply art vocabulary in discussions
19. Apply the strategies of art criticism to describe, analyze and interpret selected works of art
20. Express, with supporting reasons, personal reactions to works of art

Art History and Culture

38. Recognize works of art as historical artifacts and visual records of civilization
39. Understand how societies express values and beliefs through art work
40. Recognize the purpose and function of visual arts in the community
41. Compare and contrast the decorative and functional qualities of works of art from different regions of the US, different cultures, and different countries
42. Identify art forms from various regions and traditions of North America (e.g., totem poles, kachina dolls, pottery, quilts), from Africa, and from ancient civilizations (see Social Studies GCS)
43. Explore several careers involving art (e.g, cartoonist; architect; sign painter; graphic artist; interior designer; product designer - jewelry, furniture, wallpaper, etc.; photographer; book illustrator; etc.)
44. Describe the lives, work, and impact of [representative artists](#) in various periods of US (grades 3-4) and world (grade 5) history

Art Production and Expression: Elements of Art

67. Demonstrate knowledge of the color wheel including
 - intermediate colors
 - monochromatic colors
 - analogous colors
 - complementary colors
 - tints, tones, and shades; intensity
68. Mix primary colors to produce secondary colors
69. Identify and use neutrals such as black, white, gray
70. Experiment with line (vertical, horizontal, diagonal, zigzag, curved, long, short, thick, thin)
71. Recognize horizontal, vertical, and diagonal lines
72. Use line to create/represent textures in drawings
73. Explore ways of creating texture in art work
74. Understands "shape" as being two-dimensional flat space enclosed by line
75. Understands "form" as being a three-dimensional object
76. Create three-dimensional figures (free forms/organic shapes)
77. Explore ways of simulating three-dimensional basic forms (cube, cone, cylinder, pyramid, sphere) in drawings, paintings
78. Understand positive and negative space in art work
79. Create art work using positive and negative space
80. Understand value as having a range of lightness to darkness

Art Production and Expression: Principles of Design

95. Identify and discuss patterns in nature and in art
96. Identify and discuss elements of contrast in nature and in art
97. Identify and discuss proportion (relation of size of one part to whole) in nature and art.
98. Recognize "balance" as a way of arranging elements to create a sense of equality or visual weight
99. Identify and create pieces using symmetry and asymmetrical balance
100. Identify radial balance and create art using radial balance
101. Identify rhythm or movement in art and in nature
102. Incorporate elements of rhythm or movement in art work

103. Identify dominance or emphasis in art and how the dominant image was created (what made it stand out)
104. Identify unity or harmony in art and discuss how the artist created the sense of unity
105. Identify variety in art and discuss how the artist achieved variety in the work
106. Discusses art and nature in terms of the principles of design
107. Show depth (perspective) using size, placement of objects, detail, and color

Art Production and Expression: Media and Techniques

118. Demonstrate ability to produce various types of art works:
 - Drawings (from memory, observation, imagination) using pencil, pen, crayon, markers
 - Paintings (tempera and water color)
 - Sculptures (mobiles, paper, hard- soft-sculptures)
 - Monoprints
 - Crafts
 - Collage/montage
 - Posters
 - Fiber art/textiles
119. Demonstrate ability to use a variety of media and standard techniques effectively, including:
 - Paper: folding, cutting, scoring, curling, slotting
 - Crayon: resists, rubbings, etchings
 - Chalk: blending,
 - Tissue paper: cut, tear, overlap
 - Paint: tempera, water color
 - Clay or modeling compounds: pinch, slab, coil
 - Printmaking: stencils (raised, incised)
 - Fiber arts (paper weaving, stitchery, banners, costumes, etc.)
 - Mixed media
120. Demonstrate ability to represent an object from various points of view
121. Demonstrate ability to measure and draw lines to 1/2" and 1/4" using a ruler, and find midpoint of line, page
122. Experience a variety of art media and techniques, e.g.: murals, mosaics, diorama, jewelry making, mobiles, etc.
123. Use elements and principles of art to express ideas, emotions, experiences
124. Begin to evaluate art work, use feedback and self assessment to improve quality of art work

Grade 3-5 Art	Class _____ Date _____	Teacher Materials:	
Announcements:		Student Materials:	
<p>Instructional Objectives:</p> <p>Aesthetic Criticism /Perception</p> <ol style="list-style-type: none"> 11. Identify commonalities, in various works of art 12. Identify themes in art 13. Identify different uses for works of art. 14. Classify art objects as fine art, functional art, folk art 15. Explore message of works 16. Discuss works of art in terms of elements and media used. 17. Discuss works of art in terms of artist's meaning or purpose, mood or emotion expressed 18. Develop and apply art vocabulary in discussions 19. Apply the strategies of art criticism to selected works 20. Express, with supporting reasons, personal reactions to works of art <p>Art History and Culture</p> <ol style="list-style-type: none"> 38. Recognize works of art as historical artifacts, records 39. Understand how societies express values and beliefs through art work 40. Recognize the purpose of visual arts in the community 41. Compare/ contrast decorative/ functional qualities of works of art from different regions of US, cultures, countries 42. Identify art forms from various regions and traditions of North, from Africa, and from ancient civilizations 43. Explore several art careers 44. Describe the lives, work, and impact of representative artists in various periods of US (gr 3-4) and world (gr 5) history <p>Art Production:Elements of Art</p> <ol style="list-style-type: none"> 67. Demonstrate knowledge of the color wheel including <ul style="list-style-type: none"> • intermediate colors • monochromatic colors • analogous colors • complementary colors • tints, tones, shades, intensity 68. Mix primary colors to produce secondary colors 69. Identify and use neutrals 70. Experiment with line 71. Recognize horizontal, vertical, and diagonal lines 72. Use line to create textures 73. Explore ways of creating texture in art work 		<p>Procedure:</p>	
		Assignments:	
		Evaluation:	

Grade 6-8

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

Aesthetic Perception and Criticism

21. Continue to apply the strategies of art criticism to describe, analyze and interpret selected works of art
22. Explain how art elements and principles are used to produce certain visual effects (e.g. dynamic tension, textured surfaces, etc.)
23. Describe aspects of art work in terms of media, techniques, processes used
24. Explain how gender, age, culture, and personal experience influences tastes in art works
25. Establish and use criteria for making judgments about works of art
26. Interpret the artist's meaning, mood, symbolism, and other expressive qualities in an artwork
27. Compare the works of different artists on the basis of purpose and style(e.g., functional/nonfunctional, representational/abstract)
28. Interpret a work of art by analyzing the effects of history and culture on the work
29. Compare, contrast different points of view about works of art
30. Judge or evaluate and art work and offer reasons to support judgment

Art History and Culture

45. Discuss how societal, political, religious and cultural values influence art.
46. Describe how and why the same subject might be represented differently in works of art in different cultures and time periods
47. Recognize various styles of art
48. Identify [representative artists](#) and works of art from different countries and periods of history (recommend correlating with social studies)
49. Place major works, artists, styles in historical context
50. Discuss the relationships of [artists and patrons](#) in various time periods, including today
51. Identify examples of contemporary visual culture and discuss how visual art shapes people's tastes, choices, values, buying habits and opinions.
52. Explore several careers involving art (e.g, cartoonist; architect; sign painter; graphic artist; interior designer; designer of fashions, logos, packages, greeting cards, store displays, theater sets, etc; photographer; book illustrator)

Art Production and Expression: Elements of Art

81. Recognize actual and implied lines in own and other works of art
82. Recognize and use properties of color (hue, value, intensity)
83. Discuss art works in terms of elements of art (line, color, shape, texture, form, space)
84. Demonstrate the ability to use all elements of art in original work
85. Combine basic and organic shapes in three dimensional figures

Art Production and Expression: Principles of Design

108. Demonstrate the ability to use the principles (guidelines) of design in original work:
 - Rhythm/Movement
 - Balance/Symmetry
 - Contrast
 - Proportion/Distortion
 - Pattern
 - Dominance/Emphasis
 - Variety
 - Unity/Harmony
109. Create works showing perspective (appearance of depth)
110. Create pieces using two-point perspective
111. Discusses art and nature in terms of the principles of design

Art Production and Expression: Media and Techniques

125. Demonstrate ability to produce various types of art works:
 - Drawings (from memory, observation, imagination) using variety of media
 - Paintings
 - Sculptures (bas-relief, mobiles, paper, hard- soft-sculptures
 - Prints
 - Crafts
 - Collage/montage
 - Posters
 - Fiber art
126. Demonstrate ability to use a variety of media and standard techniques effectively, including:
 - Paper: folding, cutting, scoring, curling, slotting
 - Chalk/charcoal
 - Tissue paper: cut, tear, overlap
 - Paint: water color; dry brush, wet-on-wet
 - Pencil/pen and ink

- Printmaking
 - Fiber arts: weaving, braiding, stitching/lacing, macramé, latch hook, quilting
 - Mixed media
127. Demonstrate the ability to:
 - Measure (to 1/8") and draw lines using a ruler
 - Find midpoint of line or page
 - Draw circles and arcs with use of compass
 128. Demonstrate knowledge of standard techniques in creating one- and two-point perspective and depth
 129. Demonstrate ability to represent an object from various points of view
 130. Experience a variety of art media and techniques e.g.: mosaics, batik, photography, film-making, animation, architecture, calligraphy, cartooning/ caricature, mobiles, etc.
 131. Create art work to convey a person idea, purpose or emotion
 132. Improve craftsmanship and refine ideas in response to feedback and self assessment
 133. Explain and defend personal artistic decisions

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Grade 6-8 Art	Class _____ Date _____	Teacher Materials:	
Announcements:			
Instructional Objectives: Aesthetic Perception and Criticism 21. Apply strategies of art criticism 22. Explain how art elements / principles produce certain visual effects 23. Describe art in terms of media, techniques, processes 24. Explain how gender, age, culture, and personal experience influences tastes in art works 25. Establish, use criteria for judging art 26. Interpret artist's meaning, mood, symbolism, etc. 27. Compare different artists' purpose, style 28. Interpret art by analyzing thru history /culture 29. Compare, contrast points of view re art 30. Judge or evaluate art work with reasons Art History and Culture 45. Discuss how societal, political, religious and cultural values influence art. 46. Describe how /why the same subject might be represented differently 47. Recognize styles of art 48. Identify artists /works from different countries/periods 49. Place works, artists, styles in historical context 50. Discuss artists and patrons 51. From contemporary visual culture, discuss how art impacts thinking 52. Explore several careers involving art Art Production: Elements of Art 81. Recognize actual / implied lines 82. Recognize/use properties of color 83. Discuss art in terms of elements of art 84. Use elements of art in original work 85. Combine basic and organic shapes in 3-D figures	Art Production: Principles of Design 91. Demonstrate principles of design: • Rhythm/Movement • Balance/Symmetry • Contrast • Proportion/Distortion • Pattern • Dominance/Emphasis • Variety • Unity/Harmony 92. Create works showing perspective 93. Create pieces using 2-pt perspective 94. Discusses principles of design in art/nature Art Production: Media / Techniques 125. Demonstrate ability to produce various types of art works: Drawings, Paintings, Sculptures, Prints, Crafts, Collage, Posters, Fiber art 126. Demonstrate a variety of media / techniques including: • Paper: folding, cutting, scoring, curling, slotting • Chalk/charcoal • Tissue paper: cut, tear, overlap • Paint: water color; dry brush, wet-on-wet • Pencil/pen and ink • Printmaking • Fiber arts • Mixed media 127. Demonstrate the ability to: • Measure to 1/8" • Find midpoint of line or page • Draw circles, arcs with compass 128. Create 1- and 2-point perspective 129. Demonstrate points of view 130. Experience a variety of art media/ techniques 131. Create art work to convey a person idea, purpose or emotion 132. Improve craftsmanship with feedback, self assessment 133. Explain, defend personal artistic decisions	Student Materials:	
	Assignments:	Procedure:	
	Evaluation:		

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National Standards for Arts Education (1994)

1. Understand and apply media, techniques, and processes.
2. Use knowledge of structures and functions.
3. Choose and evaluate a range of subject matter, symbols, and ideas.
4. Understand the visual arts in relation to history and culture.
5. Reflect upon and assess the characteristics and merits of their work and the work of others.
6. Make connections between the visual arts and other disciplines.

Ohio Content Standards for the Arts

http://www.ode.state.oh.us/academic_content_standards/acsarts.asp#Fine_Arts_Academic_Content_Standards

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Definitions:

Art refers to objects created by people to express ideas or feelings, to fulfill a purpose in society, or to add beauty to objects or surroundings. Art includes drawings and paintings, sculpture, architecture, prints, photography, pottery, craft items, furniture and clothing, and much more.

Aesthetics refers to a personal response to art, what appeals to an individual, or why one would like or not like a particular artist or work.

Art Criticism (Art Appreciation) Analyzing and judging works of art based on how the artist used the elements of art and principals of design, the media and tools used to create the work, and trying to sense the artist's purpose and intent in creating the work.

Elements of Art are the basic visual components of art: line, shape, form, color, value, texture and space.

Media are the materials used to create the work of art (paint, stone, clay, wood, chalk, etc.)

Period is the historic time characterized by a particular type of art in a particular country or region

Principles of Design refers to the ways in which artists use the elements to compose their works. These include pattern, contrast, variety, proportion, balance or symmetry, emphasis or dominance, rhythm or movement, and unity or harmony.

Style refers to the distinctive characteristics of the work of an artist, period, or culture

Subject Matter refers to the things artists choose to represent. The subject matter could include narrative (tells a story a la Pieter Breugel), literary (depicts something from literature), religious (scenes from the Bible could be both literary and religious), landscapes, cityscapes, seascapes, still life, figures, portraits and self-portraits, historical subjects, social commentary and abstract or non-objective work, where artists experiment with various elements without representing any particular thing.

For more definitions, see <http://www.sanford-artedventures.com/index.html>

To [Appendix](#)

Ten Lessons the Arts Teach, by Elliot Eisner, Professor of Education, Stanford University

- 1) The arts teach children to make good judgments about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
- 2) The arts teach children that problems can have more than one solution and that questions can have more than one answer.
- 3) The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.
- 4) The arts teach children that in complex forms of problem solving, purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the work as it unfolds.
- 5) The arts make vivid the fact that words do not, in their literal form or number, exhaust what we can know. The limits of our language do not define the limits of our cognition.
- 6) The arts teach students that small differences can have large effects. The arts traffic in subtleties.
- 7) The arts teach students to think through and within a material. All art forms employ some means through which images become real.
- 8) The arts help children learn to say what cannot be said. When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.
- 9) The arts enable us to have experience we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling.
- 10) The arts' position in the school curriculum symbolizes to the young what adults believe is important.

Presented at *Learning and the Arts: Crossing Boundaries*, an invitational meeting for education, arts and youth funders, January 12-14, 2005, Los Angeles, http://www.midwayisd.org/PAC/ten_lessons.htm

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The Four Steps of Art Criticism

The process of art criticism is like playing detective. Each viewer must assume that the artist has a secret message inside the work. Art criticism is a four-step system that will help the viewer collect clues to deduce the hidden message. **The four steps are Describe, Analyze, Interpret, and Decide or judge.**

Each step answers a question:

1. "What do I see? What is happening in the work? What elements do I see?" **(Describe)**
2. "How is the work organized? What is the focal point? How is balance created?" **(Analyze)**
3. "What is the artist saying to me? What is the mood, message, purpose? Are symbols used? What do they represent?" **(Interpret)**
4. "What do I think about this work? Does the artist succeed in expressing his purpose? How would I change it? Why?" **(Decide)**

- from *Art Connections*, SRA/McGraw-Hill, 1998

Further Questions for Exploring Art Work:

What is the purpose or function of this work?

What materials/techniques were used?

How did the artist create _____ (balance, proportion, rhythm, etc) in this work?

Why do you think the artist titled this work "____"?

How does this work make you feel? What feeling does this work convey?

What helped to create the sense of ____ (awe, joy, sadness, etc.) in this work?

What details are most interesting to you? Why?

Did the artist exaggerate or diminish any part of this work? Why do you think that was done?

What effect, mood, or feeling does that create?

Questions that help students focus on or interpret content, purpose, emotion being conveyed through the art work are valid questions.

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Creativity

It seems that some students fairly brim with creativity while others struggle to do anything different from the teacher's example or sample work. While natural creativity is a gift, creative thinking is something that can be taught and fostered in students. There are a number of taxonomies concerned with creative thinking, and they share similar components.

We offer here Williams' taxonomy for productive thinking. The **four cognitive skills** can be taught through discussion and brainstorming techniques. The **four affective skills** need to be encouraged by teachers in those students who hesitate to go beyond the tried-and-true.

The four **cognitive skills** relate to the four basic skills of creativity:

Fluency: The generation of many ideas, responses, answers, solutions to a given situation/ problem.

Flexibility: The generation of a range of different alternatives, variations, adaptations, different ideas/ solutions/ options.

Originality: The generation of new, unique and novel responses/ solutions.

Elaboration: The expansion, enlargement, enrichment or embellishment of an idea to make it easier for others to understand or to make it more interesting.

The four **affective skills**:

Risk taking: Experimenting, trying new challenges.

Complexity: The ability to create structure/ order out of chaos to bring logical order to a given situation and/or see the missing parts.

Curiosity: The ability to wonder, ponder, contemplate or puzzle.

Imagination: The ability to build mental pictures, visualize possibilities and new things or reach beyond practical limits.

The following links provide further information about William's Taxonomy.

<http://www.aspa.asn.au/Projects/english/rational.htm> Follow the thinking skills/creative thinking link to view a description of the aspects of William's Taxonomy...

http://www.wanpardaec.qld.edu.au/bla_pac.htm An example of how William's Taxonomy can be used in conjunction with other thinking skills methods...

- With permission, Stanley D (2003) "Curriculum Integration Online Materials", LEA, New Zealand.

To [Appendix](#)

THE ART CHART

Art IS ...

Expression:
ARTIST

Communication:
1. Ideas
2. Feelings
3. Important events
4. Useful items

Response
VIEWER

Features of ART

<p>Subject: what we recognize</p> <ol style="list-style-type: none">1. Still life2. Landscape3. Portrait4. Genre=everyday life5. Non objective6 Story and symbol <p>Medium:</p> <ol style="list-style-type: none">1. Painting2. Drawing3. Printmaking4. Sculpture5. Ceramics6. Photography7. Architecture8. Clothing/ accessories	<p>Composition: the way the artwork is organized</p> <table><tr><td><p>Elements:</p><ol style="list-style-type: none">1. Line2. Shape (2-D)3. Form (3-D)4. Space5. Color6. Value7. Texture</td><td><p>Principles:</p><ol style="list-style-type: none">1. Pattern2. Rhythm3. Balance4. Emphasis5. Harmony6. Variety7. Unity</td></tr><tr><td colspan="2"><p>Materials:</p><table><tr><td>Paint</td><td>Paper</td><td>Wood</td><td>Found objects</td></tr><tr><td>Pencil</td><td>Yarn</td><td>Metal</td><td>Shells</td></tr><tr><td>Marker</td><td>Fabric</td><td>Ink</td><td>Plastic</td></tr><tr><td>Sand</td><td>Clay</td><td>Pastel</td><td>Other?</td></tr></table></td></tr></table>	<p>Elements:</p> <ol style="list-style-type: none">1. Line2. Shape (2-D)3. Form (3-D)4. Space5. Color6. Value7. Texture	<p>Principles:</p> <ol style="list-style-type: none">1. Pattern2. Rhythm3. Balance4. Emphasis5. Harmony6. Variety7. Unity	<p>Materials:</p> <table><tr><td>Paint</td><td>Paper</td><td>Wood</td><td>Found objects</td></tr><tr><td>Pencil</td><td>Yarn</td><td>Metal</td><td>Shells</td></tr><tr><td>Marker</td><td>Fabric</td><td>Ink</td><td>Plastic</td></tr><tr><td>Sand</td><td>Clay</td><td>Pastel</td><td>Other?</td></tr></table>		Paint	Paper	Wood	Found objects	Pencil	Yarn	Metal	Shells	Marker	Fabric	Ink	Plastic	Sand	Clay	Pastel	Other?	<p>Content: message and meaning</p> <p>Function:</p> <ol style="list-style-type: none">1. To teach2. To express3. Decorative4. Useful
<p>Elements:</p> <ol style="list-style-type: none">1. Line2. Shape (2-D)3. Form (3-D)4. Space5. Color6. Value7. Texture	<p>Principles:</p> <ol style="list-style-type: none">1. Pattern2. Rhythm3. Balance4. Emphasis5. Harmony6. Variety7. Unity																					
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Paint	Paper	Wood	Found objects																			
Pencil	Yarn	Metal	Shells																			
Marker	Fabric	Ink	Plastic																			
Sand	Clay	Pastel	Other?																			
<p>Style: a group of artworks that look similar. For example: Impressionist, Cubist, Realist, Pop Art, Classical</p> <p>- Karen Bender, John XXIII School, Middletown</p>																						

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Representative Artists for Grades 1-2 study:

These are suggestions and not mandatory; artists may be selected from any time, culture or style to suit the needs of the lesson or class.

John J. Audubon (US) realism, birds
 Henri Matisse (French) patterns
 Joan Miro (Spanish) abstraction
 Diego Rivera (Mexico) expressionism
 Vincent Van Gogh (Dutch) expressionism

Henri Rousseau (French) nature
 Amedeo Modigliani (Italian) expressionism
 Mary Cassatt (US)
 Faith Ringgold (African American quiltmaker)
 Piet Mondrian (Dutch) line, primary colors

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Representative artists in US periods for Grades 3-4 and 7-8 study:

These are suggestions and not mandatory; artists may be selected from any time, culture or style to suit the needs of the lesson or class.

Colonial	Early US	Western	Folk Art	Modern
Artifacts: copper, silver work, furniture, quilting, etc.	Winslow Homer John S. Sargent John Constable Thomas Eakins Gilbert Stuart Benjamin West Mathew Brady Currier & Ives	Frederick Remington Charles Russell Henry Farny Southern Robert Gwathme Charles Burchfield Henry Ossawa Tanner	Native American art Grandma (Anna Mary) Moses Charles Wysocki Jane Wooster Scott	Edward Hopper Grant Wood Norman Rockwell Georgia O'Keefe Stuart Davis Frank Lloyd Wright Dorothea Lange

Grade 5:

These are suggestions and not mandatory; artists may be selected from any time, culture or style to suit the needs of the lesson or class. These are meant to supplement the social studies curriculum.

PreHistoric- Cave paintings, early artifacts

Ancient cultures: Egyptian, Greek, Roman sculptures, buildings, paintings, mosaics, artifacts. (See also Social Studies GCS, grade 5, pp.38-39)

African art: masks, cloth, face painting, artifacts

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Representative artists (historic art periods) for Grades 6-8 study:

These are suggestions and not mandatory; artists may be selected from any time, culture or style to suit the needs of the lesson or class. These are meant to supplement the social studies curriculum.

Medieval/ Renaissance	Baroque	Romanticism	Realism
Giotto Da Vinci Botticelli Raphael Rembrandt El Greco Michelangelo	Caravaggio Rubens Rembrandt Vermeer Frans Hals Christopher Wren	Goya Delacroix John Constable George Bingham	Corot Millet Rosa Bonheur Winslow Homer Thomas Eakins

Impressionists	Abstractionists / Surrealists	Modern/ Contemporary
Georges Seurat Edgar Degas Claude Monet Paul Cezanne Marc Chagall Pablo Picasso Georges Roualt Vincent VanGogh Kathe Kollwitz	Joan Miro Salvadore Dali Paul Klee Wassilly Kandinsky Jackson Pollack	Claes Oldenburg Roy Lichtenstein Andy Warhol M.C. Escher Peter Max Helen Frankenthaler Dale Chihuly

Non-paint artists

<u>Sculptors</u>	<u>Photographers</u>	<u>Architects</u>	Fiber Arts, Glass, Metal, etc.
Michelangelo Auguste Rodin Bartholdi Henry Moore Alexander Calder Barbara Hepworth Isamu Noguchi Louise Nevelson	Matthew Brady Ansel Adams Margaret Bourke-White Dorothea Lange Gordon Parks Yousuf Karsh	Bernini Brunelleschi Christopher Wren Frank Lloyd Wright Frank Gehry Maya Lin I M Pei	Faith Ringgold Romare Bearden Dale Chihuly Christo & Jeanne-Claude Andy Goldsworthy

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Artists and patrons: Patrons were vital in keeping the visual arts alive during the feudal ages. Without wealthy patrons to pay for the artists' work, few decorative works of art would have been produced or preserved. High ranking Church leaders (bishops and popes) engaged artists to create sculptures, murals, altarpieces, tapestries, vestments, and paintings to grace their churches and palaces. Nobles, wealthy landowners and merchants patronized artists as a means of displaying their wealth and power through individual and family portraits, and highly decorative furnishings. With the rise of commercialism, many artists were able to support themselves by producing art work that could be sold to the masses such as pottery (Rookwood), art prints (Currier and Ives), magazines (Norman Rockwell), calendars and other commercial products (Thomas Kincaid, Charles Wysocki). This allowed some artists to pursue their "real" art while still providing a living for themselves. Many fine artists, though, still count on the support of patrons of the arts, and art organizations (National Endowment for the Humanities) to provide funding for various projects.

Discuss: Who were the art patrons in various time periods? Who are the art patrons today? Why did artists need patrons? Do artists still need patrons? Why or why not?

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Sample Lesson

European Art History Booklet Assignment for grades 7 and 8

Created by Judy Perkins, St. Bartholomew Consolidated School

Students will create a 9-page booklet about the different European art history art periods from ancient times to 1900.

There are 9 different periods that students will be covering in the booklet. The sources used will be Discover Art 6 and A World of Images (Chapter 5) textbooks

1. Ancient Greek Art (Units 15 and 23) Include 3 different column types in your illustrations/pictures
2. Ancient Roman (Units 16 and 23)
3. Early Christian Art and the Byzantine Empire (page 64)
4. Art of the Middle Ages (Units 24, 25 and 30)
 Romanesque Art (1000-1200)
 Gothic Art (1100-1400)
5. Renaissance Art (Units 35, 36 and 37) (1400-1600)
 Mannerism (1525-1600)

6. Baroque Art (units 41 and 42) (1600-1800)
Rococo (1700-1800) Include at least one detail sentence about this period.
7. The Modern Era -the isms (unit 43)
Neo-classicism
Romanticism
Realism
8. Impressionism
9. Post-Impressionism

Each period will be covered on a minimum of one page. Each page will contain the following information:

One topic sentence with the following information- A good overview of the art period including information with beginning and ending dates of the art period, and country or countries where the art was created.

Below the topic sentence write six bullet points. These detailed sentences should include the following:

- Art mediums used. (Painting, sculpture, architecture, etc.)
- Distinguishing features of the period (What makes each period's artwork look different or special.)
- Major artists or artworks (do not just list names but put in a sentence)
- Why the artworks were created (what function did it serve?)
- Do you like the art period or not and why?

Include at least one picture from the Internet of each period's artworks. This will be done during computer class. Label all pictures with the artworks' title, date, and artist or architect.

Create a title page with the title of your booklet, your name and class.

Booklets will be graded on accurate, organized information presented in chronological order in a neat, organized, and creative page format.

Put your report in a 3-prong folder with a cover design (include your name).

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Sample Lesson

Art History Scrapbook

Created by Judy Perkins, St. Bartholomew Consolidated School

1. Explore the Internet sites for facts, quotes, examples, images that you think are important aspects of the time period.
2. Sort your information by time period.
3. Select your scrapbook paper. It can be of any shape, size, paper type, or color.
4. Each page will include:
 - name of art period
 - dates of period
 - topic sentence with a good overview of the period
5. Pick one artwork to be the main focus of each page. Label the artwork with the work's title, date, and artist. Include a sentence as to why you like the work.
6. Include information about:
 - art mediums (paintings, sculptures, architecture, etc.) representative of the period
 - distinguishing features of the period
 - major artists or artworks in sentences, words, or visual images

ADD JOURNALING

Journaling is very important. Your pictures only tell half the story. Think about not only the basic "who, what, when, and where," but also incorporate feelings and thoughts.

You will be graded on how creative the pages' format is designed, embellished, and constructed. Your scrapbook will include a creative cover with a title and your name.

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ART RUBRIC, GRADES 6 – 8

STUDENT EVALUATION

Name _____

Project _____

Scale: 5 points = Good
 3 points = Average
 1 point = Needs work

Total Points /65

Achievement/GrowthHow does this work compare to previous work I've created? ☐Does it show improved thought? ☐Does it show increased skill? ☐**Creativity**How uncommon, original and daring is the work? ☐Does it change or improve from past work? ☐Did I take risks? ☐**Requirements**How well does this work show the requirements of this assignment? ☐Did my decision to add to the requirements OR not fulfill some requirements improve the work? ☐**Composition and Design**Does the work show knowledge of design principles and elements? ☐Is it free from distracting or inappropriate elements that take away from the success of the work? ☐**Skill/Craft**Are the skills (drawing, coloring, cutting, gluing, painting, etc.) of the work appropriate for the style of art being made? ☐Is the project in good condition? ☐Was care taken to be consistent? (Did not rush to get finished.) ☐

TEACHER EVALUATION

Total _____/65

Extra credit _____

(If your total comes within one point of my total,
 3 extra credit points will be awarded.)

FINAL GRADE _____

Achievement/GrowthHow does this work compare to previous work created? ☐Does it show improved thought? ☐Does it show increased skill? ☐**Creativity**How uncommon, original and daring is the work? ☐Does it change or improve from past work? ☐Were risks taken? ☐**Requirements**How well does this work show the requirements of this assignment? ☐Did decisions to add to the requirements OR not fulfill some requirements improve the work? ☐**Composition and Design**Does the work show knowledge of design principles and elements? ☐Is it free from distracting or inappropriate elements that take away from the success of the work? ☐**Skill/Craft**Are the skills (drawing, coloring, cutting, gluing, painting, etc.) of the work appropriate for the style of art being made? ☐Is the project in good condition? ☐Was care taken to be consistent? (Did not rush to get finished.) ☐To [Appendix](#)

-Karen Bender

Integrating Curriculum: Making Connections across Subjects and Grades

Gr.	Religion	History	Geography/ Culture	Science	Math
K -1	Creation; birth of Jesus	Famous people	Land, water forms	Birds; living, non-living	Numbers, numeration; time of day; position
2	Parables; Mary; major saints	Historic time; lifestyles past and present	Earth regions	Insects; animal behavior	Patterns; basic geometric shapes (2- , 3-D); symmetry
3	Palm Sunday and passion, resurrection	Explorers, Native Americans, inventors	Oceans, continents, Australia, Antarctica	Reptiles, solar system	Lines, angles; lines of symmetry
4	New Testament; saints	Ohio	US states, regions	Ecosystems; plants	Measurement; triangles, quadrilaterals
5	Beatitudes; baptism; images, symbols of Church	World religions	Pre-history, ancient cultures; Africa; climate,	Amphibians; space; body systems	Circles; congruent figures; rotating images; identify flips, turns, slides in patterns
6	Old Testament; sacraments; biblical images	Medieval- present	Asia	Mammals; endangered species	Transform 2-D shapes (rotation, reflection, translations); build 3-D objects
7	Social issues; sexuality	US 1607- 1877	Europe	Fish; geology; oceanography	Scale, proportion; draw 3-D objects from different views
8	All of the above	US 1870- present	Central, South America	Energy resources; physical science	

Language Arts tie-ins at any level: folk and fairy tales, fables, myths, tales from other cultures; visualization skills; realistic fiction, historical fiction, fantasy; poetry, etc.

Don't forget the music, dance, drama of a country or region!

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Projects to Integrate Curriculum:

Advertisements	Films	Papier mache
Alphabet books	Filmstrips	Photo essay
Art Gallery	Flip books	Pictures
Block picture story	Hidden pictures	Political cartoons
Bulletin board	Illustrations	Pop-up books
Clay sculpture	Maps	Puppets
Collage	Mobiles	Rebus story
Comic strips	Models	Sculpture
Costumes	Murals	Slide show
Dioramas	Museum exhibits	Transparencies
Displays	Paintings	Travel Brochures
Etchings	Pamphlets	

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Timeline of Art from [Sanford](#) website

Era	Artist	Style	Media	World
B.C.				
15,000	Cave paintings	Ancient	Charcoal Dirt	
5000		Ancient	Pictographic writing Pottery wheel Early paints	Civilizations of: -Mesopotamia -Egypt -Minoan
1000	Dipylon vase	Egyptian	Papyrus	Jerusalem founded
400	Acropolis Grecian urns	Greek		Greece's Golden Age Alexander the Great
200	Nike of Samothrace	Roman	Chinese invent paper Quill pen	Rome dominates Near East
100	Pompeii wall art	Roman		Peak of Roman Empire
A.D.				
400	Pantheon	Byzantine		Rome falls
600	Lindisfarne Gospels	Byzantine	Papermaking introduced from China	Charlemagne
1000	Bayeux Tapestry	Romanesque	Paper first manufactured in Europe Tempera Fresco Ink	Normans invade England
1250	Chartres master builder Giotto Lorenzetti	Gothic	Revival of paintmaking	Magna Carta
1400	Botticelli da Vinci Piero Lippi	Early Renaissance	Printing press Oil paint Pastel	Holy Roman Empire de Medici rules Florence Colombus reaches Americas
1500	Michelangelo Raphael Titian El Greco Breugel Arcimboldo	High Renaissance Northern Renaissance	First use of canvas	Elizabeth I Magellan circles globe
1600	Rubens Rembrandt Poussin	Baroque	Modern pencil invented	Galileo British colonize America

	Leyster			
1700	Boucher Watteau Hogarth	Rococo		Steam engine invented Franklin experiments with electricity
1750	Fragonard David	Neoclassicism		American Revolution French Revolution
1800	Goya Ingres Constable	Romanticism Realism	Photography Watercolors	Louisiana Purchase Queen Victoria Irish famine Railroads spread
1850	Bierstadt	Pre-Raphaelites	Tube paints Fountain pen	U.S. Civil War Evolution theory Sanford founded
1875	Cassatt Gauguin Van Gogh Monet Morisot Seurat	Impressionism Post-Impressionism	Ballpoint pen	Colonialism peaks Telephone invented Light bulb invented Automobile invented
1900	Hartley MacDonald- Wright Dalí Lange	Abstraction Fauvism Cubism Futurism Dada Surrealism	Acrylic paint Crayon	Airplane invented World War I Theory of Relativity Great Depression World War II Atomic bomb
1950	Albers Pollock de Kooning Rothko Stella Warhol	Abstract Expressionism Pop Art Op Art		Vietnam War Apollo moon landings Fall of Soviet Union AIDS virus
2000				

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RESOURCES

Art on the Web

Teaching Art

[Art Education Page](#) for K12; many annotated links to art and art ed websites

[Art Institute of Chicago](#) Numerous resources; excellent art education site with many links

[ArtsEdge](#) is an online resource center funded by the National Endowment for the Arts and the United States Department of Education and administered by the Kennedy Center Education Department. Its mission is to help artists, teachers, and students gain access to and share information, resources, and ideas that support the arts as a core subject in the K-12 curriculum.

The ArtsEdge website includes: arts education news, an annotated catalog of websites, K-12 curriculum materials, programs, and strategies, interactive sections for students and the online community, a searchable and browse-able database of arts education information directories and resources.

[Crayola](#) has explanations of various techniques as well as lesson plans and Art projects, techniques, by grade levels. Click on "Educators."

[Getty Educational Institute](#) Lesson plans, curriculum ideas, information on arts education

[Incredible@rt Department](#) rubrics, files for sharing, lesson plans

[Kennedy Center](#) National arts and education information network

[Kinder Art](#) Projects and ideas for younger grades

[Marvin Bartel](#), EdD links to creativity theory and practice, Betty Edwards (*Drawing on the Right Side of the Brain*), lesson plans; unique ideas and interesting information for new and veteran teachers

[School Arts Magazine](#)

[Sanford website](#) (Sharpies, Prismacolor, Mr. Sketch, etc) great source for just about everything you'd want to know!

Back to Home Page	Create Art	Study Art	Play Art Games	Teach Art	Newsletter Archive	Feedback
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(click on "Study Art" and the chart below is what you will get!)

Elements and Principles of Art	Other Art Concepts	Media	Styles	Artists
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Elements and Principles of Art includes glossary descriptions /definitions of terms, with examples and activities to "get the point across."

Media only provides definitions and descriptions, not techniques.

Elements and principles of design as interpreted by watercolorist [John Lovett](#)

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Artists and Museums

Art museums in the United States and around the world have gallery and exhibit pieces online. Almost any type of art work one could imagine is available through these sites.

Art Museum Network http://www.amn.org/museums_000.html sites for over 200 museums

Heard Museum <http://www.heard.org/> Native cultures and art

Metropolitan Museum of Art <http://www.metmuseum.org/> Images from 5000 years of world culture

Museum of Fine Arts, Houston <http://www.mfah.org/> Images of paintings, sculptures, decorative arts representing all movements and periods

National Art Education Association <http://www.naea-reston.org/>

National Endowment for the Arts <http://www.arts.endow.gov/>

National Museum of Women in the Arts <http://www.nmwa.org/>
45-min. video tour and individual images can be downloaded

New York Metropolitan Museum of Art <http://www.metmuseum.org/home.asp>

New York Museum of Modern Art <http://www.moma.org/>

Ohio Artists <http://www.ohioartists.com/>

Ohio Art Museums <http://home.neo.rr.com/mkbrooks/arteducation/artmuseums.html>

Philadelphia Museum of Art <http://www.philamuseum.org/main.asp>

Seattle Art Museum <http://www.seattleartmuseum.org>
Includes museum information, education resources, museum technology

Smithsonian Museums <http://www.si.edu/museums/>
Link to all Smithsonian museums, including National Gallery of Art

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Professional Organizations

Association for the Advancement of Arts Education (AAAE) <http://www.oaae.net/OPP/aaae.html>
Cincinnati-based organization with listings of local arts organizations, opportunities

Ohio Arts Education Assn. <http://www.oaea.org/index.htm>

Ohio Visual Artists Registry <http://www.ohioonlinearts.org/index.html>

Links to Art Education sites <http://www.oaea.org/links.html>

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Local Museums

[Cincinnati Art Museum](#) 953 Eden Park Dr, Cincinnati, 45202 - (513) 721-2787

Department of Education 513-721-5204 x270

Excellent cultural collections (Asia, Egypt, Greece, etc.) with docent tours available

Contemporary Arts Center, 15 East Fifth Street, Cincinnati, OH 45202, 513-345-8400

[Dayton Art Institute](#), 456 Belmonte Park North, Dayton, OH 45406; 937-223-5277

[Fitton Center for Creative Arts](#), 101 S. Monument St., Hamilton; 513-863-8873

[Pyramid Hill Sculpture Park](#), 1763 Hamilton-Cleves Rd., Hamilton; 513-868-8336; outdoor museum of sculpture

[Taft Museum](#) of Art 550 E 4th St, Cincinnati, 45202 - (513) 241-0343

Art Suppliers

[Arts and Activities](#) (858) 605-0251 12345 World Trade Drive, San Diego, CA 92128

Monthly magazine for art teachers online (free) and printed

[Davis Publications, Inc.](#) 1-800-533-2847 50 Portland St., Worcester, MA 01608

Texts and curriculum materials, resource books, slides (<http://www.davis-art.com>)

[Dick Blick Art Materials](#) 1-800-447-8192 Comprehensive resource and supply company

[Crystal Productions](#) 1-800-255-8629 PO Box 2159, Glenview, IL 60025

Books, posters, video disks, CD-ROMS, videos

[J & A Handy Crafts, Inc.](#) 1-888-252-1130 165 S. Pennsylvania Avenue, Lindenhurst, New York, 11757-

5058 Basketry materials, mosaic supplies, foil, leather, bulk material, etc.

[Sax Arts and Crafts](#) 1-800-558-6696 Materials, supplies, equipment, books, prints, slide sets, videos

[United Art and Education](#) 1-800-322-3247 Box 9219, Fort Wayne, IN 46899; stores in Dayton and Columbus

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Safe Use of Art Materials

Mary Ann Boykin, Director, The Art School for Children and Young Adults, University of Houston-Clear Lake, Texas

Elementary art teachers are responsible for the safety of their students. To ensure safety in art class, teachers need to be aware of safety issues that can affect the well-being of the children they teach, as well as themselves. Specific safety standards have been established by the Center for Safety in the Arts, and these guidelines should be diligently followed in order to assure that neither the children nor their teachers are injured by the use of unsafe art materials.

Elementary teachers should do two things to prevent problems. The first is to keep all toxic and hazardous substances out of the classroom. The second is to know how to use the materials safely because any materials can become hazardous when used inappropriately.

TOXIC SUBSTANCES

A toxic substance is defined by the Center for Occupational Hazards as "a poison which can damage your body's organ systems when you are over exposed to it." This harm can be immediate or can be the result of repeated exposure over periods of time. Toxic substances can enter the body in three ways:

- 1) absorption through the skin;
- 2) inhalation through the nose or mouth;
- 3) ingestion through eating or drinking in the area where toxic materials are being used. It is up to the teacher to make sure toxic substances do not enter the classroom and that all materials are used safely to avoid problems.

Pregnant women and those who are nursing infants must be especially careful to prevent exposure to toxic substances. All of the dangers to the fetus or infant have not been clearly defined, but enough information has been discerned to issue a clear warning to this population. Fumes, sprays, dusts, and powders present a real hazard to the fetus, can be transferred to the infant through the mother's milk, and can be carried home to the infant or young child through dusts and residue picked up by clothing and hair. The safe path is to completely avoid exposure to any toxin by carefully reading labels and applying common sense to the situation. For example, if you plan to mix powdered tempera paint or work with chalks or clay, the safe method would include use of a respirator mask, which would prevent inhalation of these substances.

CHILDREN AND SAFE ART MATERIALS

Preschool and elementary children are particularly vulnerable to unsafe art materials for a variety of reasons. Their lower body weight allows a toxic substance to be more concentrated in their bodies. Recent headlines regarding lead poisoning in young children point out this fact. In addition, because children have a more rapid metabolism than adults, toxic substances are more quickly absorbed into their bodies. Children also tend to have more hand-to-mouth contact than adults, which allows accidental as well as purposeful ingestion of toxic materials. Furthermore, children are easily distracted from safety warnings regarding materials as they become involved in the art process. The tendency of children to have cuts and scratches also allows for ready entry of toxins into their bodies.

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WHAT THE LABELS MEAN

Since 1990, our government has required the labeling of all hazardous materials. Any product labeled as hazardous is totally inappropriate for the elementary school. Safe art materials carry the statement that the material "Conforms to ASTM D-4236." A simple "nontoxic" statement on a product is not adequate.

The Arts and Crafts Materials Institute developed a voluntary program to provide a safe standard for materials used by children. Products bearing the labels AP (Approved Product) or CP (Certified Product) have actually been tested by toxicologists in major universities and have been deemed safe for children to use. The HL (Health Label) on art products indicates that these products are appropriate to use with children 12 years old or older under the supervision of an art teacher. Products with HL labels are not safe for elementary children.

SAFE ART MATERIALS

The following are guidelines for choosing and using basic art materials in a safe manner.

Drawing Materials/Markers

- Use only water-soluble AP- or CP-designated markers. Permanent markers are extremely dangerous and can cause lung and liver damage if inhaled. Never use permanent markers in the elementary classroom.
- The use of scented markers is also discouraged. This teaches children to sniff or smell materials.

Chalks

- Use only dustless chalk. Most chalks are better used outside for sidewalk art. The amount of dust created in a classroom by twenty children wiping and blowing chalk can be irritating to those who suffer from allergies, asthma, and other respiratory problems.

Crayons

- Use oil pastels; the colors are richer and the satisfaction is greater! Crayons should also bear the AP or CP label to ensure that no lead is present in these materials.

Painting Materials

- Use only liquid tempera and/or watercolor paints. If you must use powdered tempera paints, mix these outside and have the paints ready before children enter the classroom. Avoid inhaling the powders of tempera colors.
- Do not use any spray paints or fixatives. These are extremely dangerous.

Printmaking Materials

- Use only water-soluble printer's inks. Do not use any solvent-based inks.
- Use pencils to carve into unused Styrofoam meat trays for a printing block. Do not use mat knives or other sharp instruments.

Collage Materials

Scissors

- Sharp scissors should not be used by young children; blunt points are safe. Fourth and fifth graders may use rounded points with teacher supervision.

Glue and Paste

- Use only school paste or white glue for adhering papers. Do not use rubber cement unless it bears the AP or CP label. Do not use any solvent-based glues.

Sculpture and Three-Dimensional Materials

Clay

- Use premixed, moist clay for sculpture and pottery. Do not allow students to take home any unfired clay.
- Remind children to wash their hands thoroughly after using clay. The residual dust can be harmful and irritating if inhaled.
- Paint clay pieces with tempera or watercolor paints.

Glazes

- Do not use glazes. Some have the approved labels, but they are not recommended for elementary use.

Carving Tools

- Use pencils, craft sticks, or other blunt tools to carve clay. Soapstone should not be used for carving in a closed environment.

Papier-Maché

- Read labels carefully on pastes used for papier-maché because some pastes contain pesticides or preservatives that are extremely harmful.

Stitchery, Weaving, and Fiber Materials

- Use blunt plastic needles and loosely woven fabrics such as burlap for stitchery. Blunt metal tapestry needles are safe if supervised.
- Young children will have trouble cutting fabric and yarns with their scissors. Precut some lengths of yarn prior to introducing the task.

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GENERAL SAFETY PRECAUTIONS FOR ART

- Read the labels on all materials used in the art room. Look carefully for the AP/CP labels. If these are not present, be suspicious. Imported art materials should be looked upon with extreme caution. In this case, "buying American" is the safe path. Other countries have not developed the rigid safety codes adopted by the United States.
- Do not accept or use old art materials that may have been left in the school or donated by some well-meaning adult. If the materials do not bear the current safety codes, toss them out!
- Allow no food or drink in the room where art activities are being created. Dust and even fibers float freely in the air and can readily contaminate food.
- Practice cleanliness. Have children wash their hands thoroughly with soap after using art materials.
- Use absolutely no permanent markers or solvent-based materials in the art room. If a material stains the clothes or hands and does not clean up with simple soap and water, it is not appropriate or safe for young children to use.
- Use plastic containers for washing brushes; glass is dangerous in the hands of young children.
- Paper cutters should not be used by elementary children. The paper cutter should be kept out of the students' reach and left in a locked position always with the blade turned to the wall or out of reach.
- Do not use commercial dyes with children; use vegetable or natural dyes (flowers, teas, nut shells, onion skins).
- Do not allow children in the room where a kiln is firing; both the heat and the fumes are dangerous.

Reference

Babin, A., Editor, *Art Hazards News*, Vol. 17, No. 5, 1994.; Babin, A., Peltz, P.A., Rossol, M. "Children's Art Supplies Can Be Toxic." New York: Center for Safety in the Arts, 1992.; McCann, Michael, *Artist Beware*. New York: Watson-Guption Publications, 1979.; McCann, Michael, "Hazards in the Arts." New York: Center for Safety in the Arts, 1989.; Qualley, Charles A. *Safety in the Art Room*. Massachusetts: Davis Publications, Inc., 1986.

For further information: Center for Safety in the Arts, 5 Beekman Street, Suite 820, New York, New York 100, (212) 227-6220

(Used with permission, *SRA Art Connections, Level 5*. McGraw-Hill Publishing)

[To Appendix](#)

Introductory Scavenger Hunt

Complete the following by “jumping” to various parts of the Graded Course of Study. Click on the underlined link. The Goals and Appendix will be your main sources for choices.

1. How many program goals are there?
2. How many National Content Standards for Art are there?
3. In Art History and Culture, what should gr. 1-2 students do with photographs?
4. Where was “Ten Lessons the Arts Teach” originally presented?
5. What pages would you direct the printer to print to get the complete gr. 3-5 program?
6. In a grade level band, at what grade should an objective be developed?
7. What website offers rubrics for art?
8. What aspects of color theory should grades 3-5 students learn?
9. What is grade 4 studying in Social Studies that would relate to art?
10. Under which goals would students explore careers in art?
11. Name a representative artist for studying abstract art?
12. What other resource in the appendix can answer the above question?
13. What resource in the appendix most excites you?
14. Locate a lesson planning form. What aspect of the form is most helpful?

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