

**Diocese of Lansing
Visual Arts Curriculum**

2009 Update

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Curriculum guidelines for grades K-8 as compiled by the Diocese of Lansing and based on the Content Standards and Benchmark for the State of Michigan.



Visual Arts Curriculum Guidelines

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Visual Arts Curriculum Guidelines

Visual Arts Curriculum Committee

Curriculum Institute

June, 2006

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Visual Arts Curriculum Guidelines

1.0 Category: Artistic Perception

Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.

Content Standard:

Students perceive and respond to works of art, objects in nature, events and the environment. They also use the vocabulary of visual arts to express their observations.

Benchmark

Develop perceptual skills and visual arts vocabulary.



Visual Arts Curriculum Guidelines

Code	Diocesan Objective: the student will...	K	1	2	3	4	5	6	7	8
1.1	Perceive and describe patterns in works of art and in the environment.	I	D	M						
1.2	Perceive and describe balance and repetition in works of art and in the environment.			I	D	M				
1.3	Perceive and describe rhythm and movement in works of art and in the environment.				I	D	M			
1.4	Perceive and describe contrast and emphasis in works of art and in the environment.					I	D	M		
1.5	Name art materials.	D	D	D	D	D	D	D	D	D
1.6	Distinguish among various media when looking at works of art (clay, paints, drawing materials).	I	D	M						
1.7	Perceive and discuss differences in mood created by warm and cool colors.			I	D	D	M			
1.8	Describe how artists use tints and shades.				I	D	D	M		
1.9	Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.					I	D	D	D	D
1.10	Identify and describe how foreground, middle-ground and background are used to create the illusion of space.				I	D	D	M		
1.11	Identify pairs of complimentary colors (e.g., yellow/violet, red/green, orange/blue) and discuss how artists use them to communicate an idea or mood.					I	D	M		
1.12	Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera and				I	D	D	D	D	D

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: the student will...	K	1	2	3	4	5	6	7	8
	computer)									
1.13	Describe the concept of proportion (in face and figure) as used in works of art.					I	D	D	D	D
1.14	Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art emphasizing line, color, shape/form.	I	D	M						
1.15	Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art emphasizing line, color, shape/form, texture, space.		I	D	M					
1.16	Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art emphasizing line, color, shape/form, texture, space.			I	D	M				
1.17	Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art emphasizing line, color, shape/form, texture, space.				I	D	M			
1.18	Describe and analyze the elements of art (color, shape/form, line texture, space, value) emphasizing form as they are used in works of art and found in the environment.					I	D	M		
1.19	Use knowledge of all elements of art to describe similarities and differences in works of art and in the environment.						I	D	D	D
1.20	Describe how balance is effectively used in a work of art (symmetrical, asymmetrical, radial).							I	D	D
1.21	Identify and describe the ways in which artists convey the illusion of space (placement, overlapping, relative size, atmospheric perspective, linear perspective).				I	I	D	D	D	D
1.22	Analyze and describe how the elements of art and principles of design contribute to the expressive qualities of their own works of art.							I	D	D
1.23	Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.							I	D	D

Visual Arts Curriculum Guidelines

2.0 *Category: Creative Expression*

Creating, performing and participating in the visual arts.

Content:

Student will apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Benchmark:

Understand and utilize skills, processes, materials and tools.



Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
2.1	Participate in the creative process to develop students' personal resourcefulness, integrity, responsibility and sense of accomplishment.	I	I	I	D	D	D	D	D	D
2.2	Recognize that God is constantly creating the world, evolving new ideas, expressions, products, and the human co-creator in this process.	I	I	I	D	D	D	D	D	D
2.3	Use lines, shapes, forms and colors to make patterns	I	D	D	D	D	D	D	D	D
2.4	Demonstrate beginning skill in the use of tools, such as scissors, glue and paper, in creating three-dimensional construction.	I	D	D	D	D				
2.5	Make a collage with cut or torn paper shapes/forms.	I	D	D	D	M				
2.6	Use texture in two-dimensional and three-dimensional works of art.		I	D	D	D	M			
2.7	Mix secondary colors from primary colors.		I	D	D	M				
2.8	Demonstrate skill in the manipulation and use of sculptural materials, (clay, paper and paper mache) to create form and texture in works of art.		I	D	D	D	D	D	D	D
2.9	Demonstrate skill in the use of basic tools and art-making processes such as printing, crayon rubbings, collage and stencils.			I	D	D	D	D	D	D
2.10	Demonstrate skill in the use of art media such as oil pastels, watercolors and tempera.			I	D	D	D	D	D	D
2.11	Explore ideas for art in personal sketch book.				I	D	D	D	D	D
2.12	Mix and apply tempera paints to create tints, shades, intensities and neutral colors				I	D	D	D	D	D

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
2.13	Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (circle to sphere).					I	D	D	D	D
2.14	Use the conventions of facial and figure proportions in a figure study.					I	D	D	D	D
2.15	Use the additive and subtractive process in making sculptural forms.					I	D	D	D	D
2.16	Use fibers or other materials in weaving.					I	D	D	D	D
2.17	Use a one-point perspective to create an illusion of space.						I	D	D	D
2.18	Create gestures and contour observational drawings						I	D	D	D
2.19	Demonstrate skills in using technology (computer, digital camera, video camera) to create art.						I	D	D	D
2.20	Use various observational drawing skills to depict a variety of subject matter.							I	D	D
2.21	Develop skill in using mixed media while guided by a selected principle of design.								I	D
2.22	Develop skill in mixing paints and showing color relationships.								I	D
2.23	Demonstrate increased skill in three-dimensional sculpture.									I
2.24	Paint pictures expressing ideas about family and neighborhood.	I	D	D	D	M				
2.25	Use lines in drawings and paintings to express feelings.	I	D	D	D	D	D	D	D	D
2.26	Use geometric shapes/forms (e.g., circle, triangle, square) in a work of art.	I	D	D	M					
2.27	Create a three-dimensional form, such as a real or imaginary animal.	I	D	D	D	D	D			
2.28	Use variations in line, shape/form, color and texture to communicate ideas and feelings in works of art.		I	D	D	D	D	D	D	D

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
2.29	Draw or paint a still life, using primary and secondary colors.		I	D	D	D	D	D	D	D
2.30	Use visual and actual texture in original works of art.		I	D	D	D	D	D	D	D
2.31	Create artwork based on observations of actual objects and everyday scenes.		I	D	D	D	D	D	D	D
2.32	Depict the illusion of depth (space) using overlapping shapes and relative sizes.			I	D	M				
2.33	Use warm or cool colors expressively.			I	D	M				
2.34	Use symmetry to create visual balance.			I	D	D	D	M		
2.35	Depict the illusion of space.				I	D	D	D		
2.36	Create an original work of art emphasizing rhythm and movement.				I	D	D	D	D	D
2.37	Use accurate proportions in figure drawings.					I	D	D	D	D
2.38	Use positive and negative space expressively in a work of art.					I	D	D	D	D
2.39	Use contrast (light and dark) expressively in a work of art.					I	D	D	D	D
2.40	Use complementary colors to show contrast and emphasis.					I	D	D	D	D
2.41	Create an abstract composition based on real objects.						I	D	D	D
2.42	Communicate values, opinions or personal insights through an original work of art.						I	D	D	D
2.43	Create increasingly complex original works of art reflecting personal choices.							I	D	D
2.44	Select specific media and processes to express moods, feelings, themes, ideas.							I	D	D

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
2.45	Use technology to create original works of art (e.g., film, photography, computer graphics, video).							I	D	D
2.46	Interpret reality and fantasy in two-and-three-dimensional works of art.								I	D
2.47	Create an expressive figurative sculpture.									I
2.48	Design a work of art appropriate to a location.									I



Visual Arts Curriculum Guidelines

3.0 Category: Historical and Cultural Context

Understanding the historical contributions and cultural dimensions of the visual arts.

Content Standard:

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Benchmark:

Role and Development of the Visual Arts.



Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
3.1	Describe functional and non-utilitarian art seen in daily life.	I	I	I	D	D	M	M	M	M
3.2	Identify and describe works of art that show people doing things together.	I	I	I	D	D	D	D	D	D
3.3	Recognize and discuss the design of everyday objects from various time periods and cultures including Christian icons, painting and sculpture.		I	I	I	I	D	D	D	D
3.4	Identify and describe various subject matter in art (landscapes, portraits and still life).		I	I	I	D	D	D	M	M
3.5	Explain how artists use their work to share experiences or communicate ideas.			I	I	I	I	D	D	D
3.6	Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.			I	I	I	I	D	D	D
3.7	Compare and describe various works of art that have a similar theme and created in different time periods.				I	I	I	I	D	D
3.8	Identify artists from own community				I	I	I	I	I	I
3.9	Distinguish and describe representational, abstract and non-representational works of art.				I	I	I	D	D	D
3.10	Describe how art plays a role in reflecting life.					I	I	D	D	D
3.11	Describe how art galleries and museums contribute to the conservation of art.						I	I	D	D
3.12	Research and discuss the role of the visual arts in selected periods.							I	I	I
3.13	View selected works of art from a culture and describe how they have changed or not changed in the theme and content over a period of time.							I	I	I
3.14	Research and describe how art reflects cultural and religious values in various traditions throughout the world.								I	I

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
3.15	Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.									I
3.16	Compare, contrast and analyze styles of art from a variety of times and places in western and non-western cultures.									I
3.17	Look at and discuss works of art from a variety of times and places.	I	I	I	I	D	D	D	D	D
3.18	View and then describe art from various cultures.		I	I	I	I	I	I	I	I
3.19	Identify and discuss the influence of religious art works.	I	I	I	I	D	D	D	D	D
3.20	Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.			I	I	I	D	D	D	D
3.21	Write about a work of art that reflects a student's own cultural heritage.				I	I	I	I	D	D
3.22	Identify and compare works of art from various regions of the United States.					I	I	I	I	D
3.23	View selected works of art from a major culture and observe changes in materials and styles over a period of time.						I	I	I	I
3.24	Research and describe how art reflects cultural and religious values in various traditions throughout the world							I	I	I
3.25	Compare and contrast works of art from various periods, styles and cultures; and explain how those works reflect the society in which they were made.								I	I

Visual Arts Curriculum Guidelines

4.0 Category: Aesthetic Valuing

Responding to, analyzing and making judgments about works in the visual arts.

Content Standard:

Students analyze, assess and derive meaning from works of art including their own, according to the elements of art, the principles of design and aesthetic qualities.

Benchmark:

Derive Meaning



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Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
4.1	Discuss their own works of art using appropriate art vocabulary (e.g., color, shape/form, texture).	I	D	M						
4.2	Describe what is seen (including both literal and expressive content) in selected works of art.	I	D	M						
4.3	Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).		I	D	D	M				
4.4	Identify and describe various reasons for making art.		I	D	D	M				
4.5	Compare ideas expressed through their own works of art with ideas expressed in the works of others.			I	D	D	M			
4.6	Compare different responses to the same work of art.			I	D	D	M			
4.7	Compare and contrast selected works of art and describe them using the appropriate vocabulary of art.				I	D	D	D	D	D
4.8	Describe how using the language of the visual arts helps to clarify personal responses to works of art.					I	D	D	D	D
4.9	Identify and describe how a person's own cultural and religious context influences individual responses to works of art.					I	D	D	D	D

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
4.10	Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.					I	D	D	D	D
4.11	Identify how selected principles of design are used in a work of art.						I	D	D	M
4.12	Compare the different purposes of a specific culture for creating art.						I	D	D	M
4.13	Describe plausible interpretations of what they perceive in works of art.							I	D	D
4.14	Identify and describe ways in which their culture and religion are being reflected in current works of art.							I	D	D
4.15	Explain the intent of a personal work of art and draw possible parallels between it and the work of a known artist.								I	D
4.16	Analyze the form (how a work of art looks) and content (what it communicates) of works of art.								I	D
4.17	Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.									I
4.18	Develop a theory about an artist's intent in a series of works including their own according to the elements of art and the principles of design.									I
4.19	Discuss how and why a specific work of art was made.	I	D	D	D	D	D	D	D	D

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K		1		2		3		4		5		6		7		8	
4.20	Give reasons why they like a particular work of art they made, using the appropriate art vocabulary.	I		D		D		D		M									
4.21	Describe how and why they made a selected work of art focusing on the media and technique.			I		D		D		D		D		D		D		D	
4.22	Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.					I		D		D		D		M					
4.23	Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be one way to improve them.							I		D		D		D		D		D	
4.24	Select an artist's work and use appropriate vocabulary to explain its successful compositional and communicative qualities.							I		D		D		D		M			
4.25	Identify and describe how various cultures define and value art differently.									I		D		D		D		D	
4.26	Describe how the individual experiences of an artist may influence the development of a specific work of art.									I		D		D		D		D	
4.27	Develop and use specific criteria, as individuals and in groups, to assess works of art.											I		D		D		D	
4.28	Change, edit or revise their works of art after a critique, articulating reasons for their changes.													I		D		D	
4.30	Identify what was done when a personal work of art was reworked and explain how these changes improve the work.															I		D	

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
4.31	Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.									
4.32	Select a grouping of their own works of art that reflects growth over time and describe the progression.									



Visual Arts Curriculum Guidelines

5.0 Category: Connections, Relationships and Applications

Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers.

Content Standard:

Students supply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Benchmark:

Connections and Applications



Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
5.1	Draw geometric shapes/forms (e.g., circles, squares, triangles)	I	I	I	D	D	M			
5.2	Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.	I	I	D	D	D	D	D	D	M
5.3	Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.		I	I	I	D	D	M		
5.4	Compare and contrast objects of folk art from various time periods and cultures.		I	D	D	D	D	D	D	D
5.5	Use placement, overlapping and size differences to show opposites (e.g., up/down, in/out, under/over, together/apart, fast/slow, stop/go).			I	D	M				
5.6	Select and use expressive color to create a mood and show personality in a portrait of a character from the past.			I	D	D	D	D	D	D
5.7	Write a poem or story inspired by their own works of art.					I	D	D	M	M
5.8	Identify through research, twentieth century artists who have incorporated symmetry as part of their work and then create a work of art using symmetry.					I	I	D	D	D
5.9	Use linear perspective to depict geometric objects in space.						I	I	D	D
5.10	Research how art was used in theatrical productions in the past and in the present.							I	I	D
5.11	Create a work containing visual metaphors that express the traditions and myths of selected cultures and religions.							I	I	I
5.12	Create a multi-media presentation that incorporates art through time and culture.								I	I
5.13	Use various drawing skills and techniques to show lifestyles and scenes from selected civilizations.								I	I
5.14	Select a favorite artist and some of his or her works of art and choose a medium (e.g., slide show, talk, music video) to express personal ideas and views about the artist.									I

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8
5.16	Point out images (e.g., photographs, paintings, murals, ceramics,, sculptures) and symbols found at home, in school and in the community, including national, state and religious symbols and icons.	I	I	I	D	D	D	D	D	D
5.17	Identify and sort pictures into categories according to the elements of design emphasized in their works (e.g., color, line, shape/form, texture).		I	I	I	D	D	M	M	M
5.18	Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).			I	I	D	D	D	M	M
5.19	Look at images and figurative works of art and predict what might happen next, telling what clues in the work support their ideas.				I	I	D	D	D	D
5.20	Construct diagrams, maps, graphs, timelines and illustrations to communicate ideas or tell a story about a historical event.					I	I	D	D	D
5.21	Identify and design icons, logos, other graphic devices as symbols for ideas and information.						I	I	I	I
5.22	Describe tactics employed in advertising to sway the viewer’s thinking, and provide examples							I	I	I
5.23	Examine two and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.								I	D
5.24	Demonstrate an understanding of the effects of visual communication (e.g., television, music videos, film, internet) on all aspects of society									I
5.25	Discuss various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.	I	I	I	I	I	I	D	D	D
5.26	Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculptures).			I	I	I	I	D	D	D
5.27	Describe how arts (e.g., architects, book illustrators, muralists, industrial designers) have affected people’s lives.				I	I	I	D	D	D

Visual Arts Curriculum Guidelines

Code	Diocesan Objective: The student will...	K	1	2	3	4	5	6	7	8			
5.28	Read biographies and stories about artists and tell how the artists mirrored or affected people’s lives, time period or culture.												
5.29	Identify professions in or related to the visual arts and some of the specific skills needed for those professions.												



Visual Arts Curriculum Guidelines

ART RESOURCES

BOOKS

1. Adventures in Arts Series: Visiting Vincent Van Gogh, Prestel-Verlad
2. Art Activities Pack Series: Cezanne, Van Gogh, Degas, Gauguin, Matisse, Monet, Picasso, Renoir, Rousseau, Chronicle Books.
3. Art and Activities for Kids: Paint, Make Prints, Draw, North Light Books
4. Art Start - Very First Art Books for Children, Doubleday
5. Artists in Overalls, The Life of Grant Wood, John Duggleby, Doubleday
6. The Art of Pencil Drawing, Gene Franks, Walter Foster, Inc.
7. Art For Children Series, Ernest Raboff, Lippincott Co.
8. Arts & Crafts of Mexico, Chloe Sayer, Chronicle Books.
Art for Many Hands, Multi-cultural Art Projects for Home & School, Jo Miles Schuman, Spectrum Books

Visual Arts Curriculum Guidelines

GLOSSARY

abstract, an abstract image can be grounded in an actual object or it can give visual form to something inherently non-visual, such as an emotion or sensation.

abstract expressionism, an aspect of abstract art in which the physical subject is abandoned for one which is purely emotional; i.e., the artist expresses a feeling or idea solely by means of form, line or color without direct reference to subject matter.

aesthetic, relating to standards of beauty and art.

appliqué, a sewing technique in which a cutout decoration is attached to a larger piece of material.

assemblage, a three-dimensional collage created from a group of everyday objects, many times pre-made and put together in a specific way.

background, in art, those things that seem most distant, as if in the back of the picture.

balance, an equal arrangement of elements within a composition. Elements could include color, line, shape, or texture, etc., for example.

batik, a fabric dyeing technique in which the pattern is first drawn with beeswax onto the cloth with a metal tool, and then the cloth is immersed in dye. The areas covered by the wax are not affected by the dye, creating a pattern that can be seen when the wax is removed by boiling the cloth. Wax and dye applications may be repeated for color variation.

canvas, a piece of cloth prepared as a surface to receive oil paint.

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