

All Saints' Episcopal Day School  
Art Curriculum  
Grades K - 8

Underlying all the art forms are certain basic elements, an understanding of which is essential for effective artistic expression. The basic elements are line, shape, color, texture, mass, space and value. This is the vocabulary with which the artist thinks and expresses himself. These elements become meaningful with experience. All elements of art are interrelated and should not be thought of as separate entities.

Line is an important element and is used as a symbol to indicate form or shape. The character of the line may be used to express emotion, texture, space, or to communicate factual material.

All visual arts are concerned with shape, which describes the shape or structure of an object. There are only a few primary shapes: cubes, cones, spheres, and cylinders. The shape of an object gives the dominant characteristic by which it is recognized. Drawing and painting deal with two-dimensional shapes; sculpture and architecture deal with the three dimensional shapes.

The rays that are reflected to the eyes and those which are absorbed by the object determine color in a scientific sense. Color also has other attributes, such as hue and intensity. While it is helpful to know the basic qualities and language of color it is important to realize that the greatest learning takes place when one is encouraged to experiment with color and discover all of the exciting things it can do. Hue refers to the color name: red, yellow, and blue. These three primary colors are mixed to produce the secondary colors: violet, green and orange. A secondary color mixed with a primary color will produce an intermediate color: red-orange, blue-violet, etc. Intensity refers to the pigment strength and is the brightness or dullness of the color.

Texture refers to the surface quality or to a visual pattern and is closely related to the sense of touch. Mass is a quantity of matter, the principal part. Mass is the property of a form measured by the amount of material it contains causing a form to have weight. The lightness or darkness of a color is value. Space is all around us. It is sometimes crowded, sometimes open. We learn of two-dimensional and three-dimensional space and how to shape space (or depth) in our work. Line, shape, color, value, texture, space, and mass are the elements of design . . . the visual components of art. Everything we learn in art at All Saints' relates to these elements.

A multicultural art series is introduced throughout K-8. Some of the cultures include North America, Asia, the Middle East and Australia. Some projects include Alaskan art, folk art, kachinas, molas, masks, totem poles, and brush painting. The All Saints' art curriculum is broad, open, and diverse.

### Kindergarten - 3rd grade Art

The Kindergarten - 3rd Grade Art program focuses on the understanding of the basic elements of art: line, shape, color, texture, mass, space, and value. The overall goal of the program is to allow individual artistic expression and personal satisfaction through visual communication. Students receive weekly instruction in total class, small group and individualized settings. The program provides a "hands on" general, overall exploratory course offering a variety of media and techniques in both a two- and three-dimensional format. Masterpiece Art, a supplement to the overall program, teaches a chronological view of art beginning with prehistoric art and progressing through the 18th

century.

Visiting artists talented in a variety of fields such as potters, silk screen printers, textile designers, sculptors, weavers, abstract expressionists, etc. share their craft with our students. Each grade level will experience the expertise of at least one visiting artist per year.

Students' work is displayed throughout the year culminating with the annual Art Show in which all students display their works. At least one example of every child's work is displayed during the year. The art department maintains meticulous records to ensure that every student is represented. Examples of every project are displayed in various locations, both on and off campus, throughout the school year.

The art curriculum is structured so that concepts, techniques, and materials, which are introduced in the lower school curriculum, are expanded and added to grade by grade. Throughout all aspects of the art program, the children are encouraged to work to their potential and to expand their skills and interests to the best of their capabilities. Artistic development is seen as a gradual growth process in ability and confidence. All students can succeed in art. Art is individual.

### Overall Program Goals Kindergarten – 3rd Grade

The goals of the lower school Art program are to enable students to:

- Understand the basic elements of art which are essential for artistic expression (line, shape, color, texture, mass, space and value)
- Learn to see through observation
- Master tools and materials
- Develop self-expression and self-confidence while having fun (self-esteem)
- Experience a variety of different media
- Develop sequential knowledge (step by step) of various techniques (i.e., painting, printmaking, drawing, carving, etc.)
- Experience working individually, in small and large groups, and in the whole class structure
- Appreciate one's own work and that of peers through displays in the art room, in programs, in the art show, in citywide displays throughout the year
- Utilize artistic skills in combination with other curricula (i.e., language arts, science, music, Spanish, computer, etc.)
- Listen attentively and accurately
- Follow directions
- Participate in safe, responsible care and cleaning of tools and materials
- Experience demonstrations by both professional artists and peers
- Study various periods and cultures in art through the Masterpiece Art program, a supplement to the overall art program

- Develop the ability to make choices
- Acquire the vocabulary to discuss artwork intelligently
- Develop the child's physical abilities in fine motor control and coordination
- Provide a stimulating, organized, comfortable and attractive environment in which learning may take place

### Kindergarten Art

The school's responsibility for a child's artistic development begins in Kindergarten. The kindergarten art program at All Saints' teaches the basic elements of art (lines, shape, color, texture, mass and value) through a variety of media and techniques in both a two- and three-dimensional format. Fun, self-confidence, and improved small motor skills are the goals of the kindergarten art program. Experiences in art in kindergarten lead to the development of skills and concepts in an ever enlarging and more sophisticated context. A regular systematic program of sequential skills leads to an understanding and mastery of tools and materials.

Some of the interesting projects we may do include: clay pinch pot pottery, clay sculpture, wood sculpture, crayon resist watercolor, wet on wet watercolor, puppetry, papier-mâché, use of pastels, oil pastels, tempera paint, torn paper construction, paper construction, cut and paste exercises to improve small motor control, etc.

### First Grade Art

The Art program in first grade teaches the basic elements of art (line, shape, color, texture, mass, space, and value) through a variety of media and techniques in both a two- and three-dimensional format. The Art program builds on the art foundation established in Kindergarten and grows in development of skills and concepts in an ever enlarging and more sophisticated context. A regular, systematic program of sequential skills leads to an understanding and mastery of tools and materials.

Some of the interesting projects taught in first grade may include; painting with primary and secondary colors, puppetry, clay animal banks, flour and water witches, gingerbread house construction, mobiles, murals, papier-mâché angels, plastic painting, sponge painting, still life watercolor, textile painting, fabric collage, paper weaving, pointillism, toothbrush stencils, additive wood sculptures, and many other varied projects.

The Masterpiece Art program, a supplement to the overall program, begins in first grade and teaches a chronological view of art. In first grade, art of prehistoric times, Egyptian, Greek and Roman cultures are introduced and discussed. Students work on projects relating to these cultures as reinforcement of the knowledge acquired in the Masterpiece Art program.

### Second Grade Art

The second grade art program teaches the basic elements of art (line, shape, color, texture, mass, space, and value) through a variety of media and techniques in both a two- and three-dimensional

format. The art program builds on the art foundation established in kindergarten and first grade, and grows in development of skills and concepts in an ever enlarging and more sophisticated context. This sequential growth program leads to a successful understanding and mastery of tools and materials.

Some of the variety of projects which may be completed in the second grade include: crayon resist dot monsters, stitcheries, stuffed friends, 2D-3D paper fold animal, weaving, weed pottery, black magic, magazine collages, papier-mâché, rock friends, tile designs, plaster dip, salt dough creations, abstract expressionism, painting in tempera and watercolor, cut and paste paper construction, murals, brush techniques, color theory, etc.

The Masterpiece Art Program, a supplement to the overall program, teaches a chronological view of art. In second grade, Gothic and Renaissance art is introduced and discussed. Students work on projects relating to these areas as a reinforcement of the knowledge acquired in the Masterpiece Art program.

Students' work will be displayed throughout the year both at school and citywide culminating in the Annual All Saints' Art Show in which all students participate.

### Third Grade Art

The third grade Art program builds on the foundation established in previous grades. At this level, the basic elements of art (line, shape, color, texture, mass, space and value) are taught through a variety of media and techniques in both a two- and three-dimensional format, though in a much more sophisticated context than in previous grade levels. Mastery of tools and materials, development of skills and concepts, are achieved through projects of sequential difficulty.

Some of the variety of projects which may be completed in the third grade include; India ink line drawing, monoprints, styrofoam prints (printing is introduced in third grade), mobiles, plaster sculpture, clay coil pottery, stitchery pals, self-portraits, painting in watercolor, tempera and fingerpaints, drawing with colored pencils, pencil, pastels, chalk, oil pastels, papier-mâché, techniques of sewing, etc.

The Masterpiece Art program, a supplement to the overall program, continues in third grade teaching a chronological view of art through the ages. In third grade, we study 17th and 18th century artists. Projects are introduced to the students relating to these times as reinforcement of the knowledge acquired in the Masterpiece Art program.

### 4th – 8th grade Art

The art program in grades 4 - 8 focuses on the understanding of the basic elements of art, line, shape, color, texture, value, space, and mass. The overall goal of the program is to allow individual artistic expression and personal satisfaction through visual communication. A comprehensive program balancing art history, art criticism, production, and aesthetic is offered in the upper grade levels. The program encourages students to respect originality and craftsmanship in all artwork and to develop an appreciation of all creative expression. Variety and spontaneity are valued. Therefore, certain elements may be introduced earlier or later depending upon suitability to particular class or project.

Students receive weekly instruction in total class, small group, and individualized settings. The program provides a "hands-on" general, overall exploratory course offering a variety of media and technique in both a two- and three-dimensional format. Projects offered at each grade level increase sequentially in scope and difficulty. Students are given a series of projects in gradation of complexity in which choices of media and/or subject matter are the choice of the student.

Artistic criticism begins at this level and is a vital part of the visual arts experience. Utilizing their experiences from the Masterpiece Art program, students begin to analyze, interpret and evaluate visual images.

Visiting artists talented in a variety of fields, such as potters, photographers, silk screen printers, sculptors, weavers, etc., share their craft with students. Each grade level experiences the expertise of at least one visiting artist per year.

Students' work is displayed throughout the year culminating with the annual Art Show in which all students display their works. At least one example of every child's work is displayed during the year. The art department maintains meticulous records to ensure that every student is represented. Examples of every project are displayed in various locations, both on and off campus, throughout the school year.

The total art program is structured so that concepts, techniques, and materials are expanded and added to sequentially, grade by grade. Throughout the program, students are encouraged to work to their potential and to expand their skills and interest to the best of their capabilities. Artistic development is seen as a gradual growth process in ability and confidence. All students can succeed in art. Art is individual.

### Overall Program Goals Grades 4 – 8

The goals of the Grades 4-8 art program are to enable students to:

- Understand the basic elements of art which are essential for artistic expression (Line, shape, color, texture, mass, space and value)
- Understand the basic principles of art (space, rhythm, balance, contrast and dominance)
- Learn to SEE through observation
- Master tools and materials
- Develop self-expression and self-confidence while having FUN (self-esteem)
- Experience a variety of different media
- Develop sequential knowledge (step by step) of various techniques (i.e., painting, printmaking, drawing, carving, etc.)
- Experience working individually, in small groups, large groups and in the whole class structure
- Appreciate one's own work, and that of peers and professionals, through displays in the art room, in programs, in the art show, in citywide displays through the year and in museums

- Utilize artistic skills in combination with other curricula (i.e., language arts, computer, music, Spanish, science, etc.)
- Listen attentively and accurately
- Follow directions
- Participate in safe, responsible care and cleaning of tools and materials
- Experience demonstrations by both professional artists and peers
- Study various periods and cultures in art through the Masterpiece Art program -- a supplement to the overall art program
- Develop the ability to make choices
- Acquire the vocabulary to discuss art work intelligently
- Develop the child's physical abilities in fine motor control and coordination
- Provide a stimulating, organized, comfortable and attractive, environment in which learning may take place
- Gain confidence in one's own abilities
- Learn to analyze, and interpret intelligently one's own, one's peers and other artists work

#### Fourth Grade Art

The fourth grade art program builds on the foundation of the previous grades. It offers a general, overall, comprehensive study of art in both a two- and three-dimensional format. The basic elements of art (line, shape, color, texture, mass, space, and value) are developed and reviewed. Projects of sequential difficulty help students to master tools and materials, and develop skills and concepts.

Some of the variety of projects for fourth grade may include: positive-negative designs; LARGE You personalities; plaster sculpture; papier-mâché; 2D-3D wood block sculpture; apple carvings; optical illusions; dioramas; clay sculpture; foil relief; stone sculpture; tissue paper and India ink designs; linoleum block printing; gesture and contour line drawing; painting in watercolor, tempera, finger paint, and acrylics, etc.

The Masterpiece Art program, a supplement to the overall program, continues in fourth grade teaching a chronological view of art through the ages. In fourth grade, the students study 19th Century artists and art movements including Classicism, Romanticism, Barbizon, and Realism. Projects in class are related to these art movements and serve to reinforce the knowledge acquired in the Masterpiece Art program.

#### Fifth Grade Art

The fifth grade program offers a general, overall, comprehensive study of art in both a two- and three-dimensional format. The fifth grade art program builds sequentially from the knowledge and skills obtained from lower school and fourth grade. The basic elements of art (line, shape, color, texture, mass, space and value) are developed and reviewed. Projects of sequential difficulty help

students to master tools and materials, and develop skills and concepts.

Some of the variety of projects for fifth grade may include: clay sculpture and pottery; stone sculpture; tin punch luminaries; positive-negative plaster sculpture; newspaper tonal pictures; murals; name design; tissue and India ink collages; plaster shoe creations; drawing with pencil, colored pencils, pastels, chalk, oil pastel, India ink; painting with tempera, watercolor, acrylics, finger paint; dry tempera; monoprints; cardboard prints; collage, papier-mâché, etc.

The Masterpiece Art program, a supplement to the overall program, continues in fifth grade teaching a chronological view of art. In fifth grade, students study American art and artists. This information is valuable grounding for American art and preparation for learning American history in the sixth grade.

### Sixth Grade Art

The sixth grade art program offers a general, overall, comprehensive study of art in both a two- and three- dimensional format. The sixth grade program builds sequentially from the knowledge and skills obtained from all previous years at All Saints'. The basic elements of art (line, shape, color, texture, mass, space, and value) are further developed and reviewed. Projects of sequential difficulty help students to master tools and materials, and to further develop skills and concepts. In sixth grade, students begin to go beyond the technical mastery of tools and various media to an understanding and willingness to make personal statements throughout their work.

Some of the variety of projects taught in the sixth grade may include: lettering designs; clay masks; copper tooling; printmaking; collage; encaustic painting; tie-dye batik; business cards; drawing with pencil, charcoal, chalk, pastels, oil pastels, India ink; painting with tempera, watercolor, acrylics, using variety of brushes, palette knives, toothbrushes, etc.; sculpture in stone, plaster, wood, or clay. Students begin to understand the concept of composition and what makes a "good" composition.

The Masterpiece Art program, a supplement to the overall program, continues in sixth grade teaching a chronological view of art throughout the ages. The Masterpiece Art program in the sixth grade covers the Impressionist and Post-Impressionist periods. Students prepare and present speeches critiquing each artist's work based on background, style, technique, and picture study. Projects are then taught throughout the year in the styles of these Impressionist and Post-Impressionist artists thus reinforcing the knowledge acquired in the Masterpiece Art.

### Seventh Grade Art

The seventh grade art program offers a general, overall, comprehensive study of art in both a two- and three-dimensional format. The seventh grade program builds sequentially from knowledge and skills obtained in previous years. The basic elements of art (line, shape, color, texture, mass, space, and value) are further developed and reviewed. Projects of sequential difficulty help students to master tools and materials, and to further develop skills and concepts. In seventh grade the students continue to go beyond mastery of tools and various media to making a personal statement throughout their work. Students are given a series of projects in gradation of complexity in which choices of media and/or subject matter are left up to the student. This not only encourages problem-solving techniques but also promotes each student's unique, individual artistic creativity.

Serious critiquing of work by self and peers begins in the seventh grade. Students should gradually

grow in ability and confidence in analyzing and interpreting their own work and that of others.

Some of the variety of projects taught in the seventh grade include: time lapse drawing; drawing of contour line, gesture line, figure drawing, composition, landscape using charcoal, chalk, pastels, oil pastel, India ink; painting in tempera, watercolor, encaustic, acrylic with a variety of brushes and palette knives; sculpture in wood, wire, plaster, clay or "junk"; ceramics work with coil method, slab method or organic free form; graphics with woodcuts, linoleum block, junk prints, cardboard or styrofoam; weaving; batik, etc.

The Masterpiece Art program culminates in the seventh grade with the study of 20th century modern artists. Students prepare and present speeches critiquing each artist's work based on background, style, technique, and picture study. Projects are introduced throughout the school year exemplifying the style and techniques of these modern artists thus reinforcing the knowledge acquired in the Masterpiece Art program.

### Eighth Grade Art

The eighth grade art program offers a general, overall, comprehensive study of art in both a two- and three-dimensional format. The eighth grade program builds sequentially from the knowledge and skills obtained in previous years. The basic elements of art (line, shape, color, texture, mass, space, and value) are further developed and reviewed. Projects of sequential difficulty help students to master tools and materials and to further develop skills and concepts. In eighth grade, the students further develop their skill in making their own personal statements within each projects' limitations. Students are given a series of projects in gradation of complexity in which choices of media, technique, and/or subject matter are left up to the student. This not only encourages problem-solving techniques but also promotes each student's unique individual artistic expression.

Critiquing one's own work and the work of one's peers continues in eighth grade and becomes a valued conclusion to each project. Students should show confidence in the ability to analyze and interpret their own work and that of their peers, as well as works of famous artists.

Some of the variety of projects introduced in the eighth grade include: cubism; weaving; clay construction; sculpture in wood, clay or plaster; graphics in woodcuts, linoleum block; monoprints or silkscreen; painting with a variety of brushes, palette knives, Q-tips, sticks, toothbrush in tempera, acrylics, watercolor, oil or encaustic; drawing in pencil, charcoal, chalk, pastel, oil pastel, India ink, etc.