

Beverly Public Schools Visual Art Curriculum

The elementary art education program at Beverly Public Schools is a sequential, developing interaction between each student's creative expression, understanding of concepts, and appreciation for art. Students have hands-on experiences in producing art, enhanced by the integration of art history, art criticism, and aesthetic critiques. All grade levels produce art in the areas of drawing, printmaking, sculpting, and assemblage. The activities and art processes utilize a variety of materials including...

- Painting Media
- Collage/Construction Materials
- Clay
- Drawing Media
- Printmaking Media/inks
- Fibers/Textiles

Throughout the learning process students are able to recognize art periods, art styles, and specific works of art. Students explore art criticism through describing, analyzing, interpreting, and making decisions about their own work and that of others. Students explore the concept of aesthetics through guided discussion. Art lessons include interdisciplinary and multi-cultural connections.

All lessons adhere to the Massachusetts Visual Arts Curriculum Frameworks that can be found at www.doe.mass.edu/frameworks/current.html

Beverly Public Schools

Yearly Visual Art Curriculum

Kindergarten

ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ ACTIVITIES)	SKILLS (STANDARDS/ LEARNING OUTCOMES)	ASSESSMENT TOOLS
What is a line? What is a shape? What is texture? How do we use color? How do we use space? How are lines and shapes placed to create form? What is form in 2D and 3D?	Feeling and moods Create lines and shapes Identifying colors Identifying colors Texture Color mixing Primary/Secondary colors Spatial relationships: above, below, behind, in front of etc..	Ability to draw shapes Ability to cut shapes out of paper Ability to draw various lines Experimenting with texture Exploring color mixing How colors can be mixed Representing the spatial relationships Recognizing the placement of objects	Ongoing informal assessment using teacher observation Group/individual oral assessment of the essential questions Rubric/checklist completion and understanding

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First Grade

ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ ACTIVITIES)	SKILLS (STANDARDS/ LEARNING OUTCOMES)	ASSESSMENT TOOLS
<p>How do we use line? What can we create with shapes? How can we show texture? What is a pattern? How do we use color? How can we describe the relationship between objects? (spatial relationships) What do we think about when building in 3-D?</p>	<p>Line type and quality Use of shape as a building block Texture Pattern Color 3D Form and space Balance</p>	<p>Line making Explore the use of shape to create form Identify simple shapes Identifying and using texture and pattern Identifying and using color Identifying and using spatial relationships Identifying and building form</p>	<p>Ongoing informal assessment using teacher observation Group/individual oral assessment of the essential questions Rubric/checklist completion and understanding</p>

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Second Grade

ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ ACTIVITIES)	SKILLS (STANDARDS/ LEARNING OUTCOMES)	ASSESSMENT TOOLS
<p>How do we use line in art?</p> <p>How are shapes used in art?</p> <p>How are texture and pattern used in art?</p> <p>How is color used in art?</p> <p>How do we use space in art?</p> <p>What is form in art?</p> <p>What is symmetry?</p>	<p>Directional line and expressive line</p> <p>Variety of line</p> <p>Shapes to create geometric and free form shapes</p> <p>Texture and pattern in art</p> <p>Colors of the color wheel</p> <p>Beginning to understand background, middle ground, and foreground in art.</p> <p>Recognition of form, basic composition</p> <p>Symmetry /asymmetry</p> <p>Overlapping</p>	<p>Exploring line qualities</p> <p>Use geometric and free form shapes</p> <p>Exploring texture and pattern</p> <p>Utilizing the color wheel</p> <p>Exploring space</p>	<p>Ongoing informal assessment using teacher observation</p> <p>Group/individual oral assessment of the essential questions</p> <p>Rubric/checklist completion and understanding</p>

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Third Grade

ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ ACTIVITIES)	SKILLS (STANDARDS/ LEARNING OUTCOMES)	ASSESSMENT TOOLS
<p>How does an artist choose subject matter?</p> <p>How do artists show depth in 2D work?</p> <p>What is the difference between 2D/3D?</p> <p>How do we use colors to express mood?</p> <p>How do overlapping and repetition add to a work of art?</p> <p>How do artists use balance in 2D/3D work?</p>	<p>Shape to form</p> <p>Geometric shapes</p> <p>Shading</p> <p>Foreground, middle ground, back ground</p> <p>Horizon line</p> <p>Observational drawing</p> <p>Memory drawing</p> <p>Invention</p> <p>Overlapping</p> <p>Repetition of shape</p> <p>Color theory</p> <p>Cool/warm colors</p> <p>Balance</p>	<p>Combine shapes to create representational and non-representational forms</p> <p>Use line and shape to create the illusion of depth in 2D artwork</p> <p>Students explore how color can convey mood and emotion</p> <p>Explore composition using repetition and overlapping</p> <p>Use and identify groups of colors</p> <p>Utilize balance in 2D/3D work</p>	<p>Ongoing individual assessment</p> <p>Group critique</p> <p>Teacher directed self-evaluation</p> <p>Individual rubrics/checklists</p>

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Fourth Grade

ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ ACTIVITIES)	SKILLS (STANDARDS/ LEARNING OUTCOMES)	ASSESSMENT TOOLS
<p>How do we use the elements and principles of design to create a composition?</p> <p>How do other cultures and artists' affect our art making?</p> <p>What is real and what is abstract art?</p>	<p>Elements and principles of design</p> <p>Using balance, variety, and emphasis</p> <p>Exploring cultures through social studies and historical events</p> <p>Perform or create work inspired by historical styles and cultures</p> <p>Realistic</p> <p>Non-objective</p> <p>Abstract</p>	<p>Students understand how to form a composition in art</p> <p>Using the color wheel to identify primary and secondary colors, tints and shades</p> <p>Using the elements of principle and design</p> <p>Students create 2D and 3D artwork using direct observation</p> <p>Students create artwork that explores abstraction</p>	<p>Ongoing individual assessment</p> <p>Group critique</p> <p>Teacher directed self-evaluation</p> <p>Individual rubrics/checklists</p>

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Fifth Grade

ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ ACTIVITIES)	SKILLS (STANDARDS/ LEARNING OUTCOMES)	ASSESSMENT TOOLS
Review background, middle ground, and foreground Review of art elements Reviewing shapes Continue with the color wheel Understanding faces and figures Understanding 3D design	To be able to apply elements of design to their artwork Exploring the color wheel in depth Exploring graduation and depth Shapes in faces and figures Sculpture, scale, and proportion Personal symbolism	Genre (landscape, seascape, still-life, portrait) Creating a graduation Scale Knowing how colors are mixed and made Being able to use shapes to create figures Understanding forms to create 3D art	Ongoing individual assessment Group critique Teacher directed self-evaluation Individual rubrics/checklists