

# Art

Traditionally, Catholic schools strive to educate the whole person by promoting the spiritual, moral, physical, creative, and intellectual development of each student.

Art education recognizes that beauty not only resides in things but also in the relationships and patterns expressed through things.

Art is the universal visual language that can be read and comprehended by all children. This enables them to respond in a meaningful way to beauty in God's created world and the work of artists.

Art education, therefore, develops that capacity for visual sensitivity and creative expression through a variety of experiences, observations, and performances in each student so that he or she may integrate beauty with the world around them.

Art education is sequential and cumulative in content, knowledge, and skill.

	PAGE
PROGRAM GOAL I: PERSONAL DEVELOPMENT THROUGH ART	A - 2
PROGRAM GOAL II: ART IN SOCIETY	A - 10
PROGRAM GOAL III: ART HERITAGE	A - 13

## PROGRAM GOAL I: PERSONAL DEVELOPMENT THROUGH ART

### PROGRAM OBJECTIVES:

- A. Develops perceptual awareness of environment and identification of visual concepts
- B. Produces art by incorporating developed visual concepts, learned techniques, and creativity
- C. Safety in art process

### SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A.	VISUAL AWARENESS										
A1.	Identifies color hues: red, yellow, blue, orange, green, violet, black, white, brown	I	D	M							
A2.	Identifies primary and secondary colors	I	I	D	M						
A3.	Identifies related colors in art/nature	I	I	I	D	D	D	D	M	M	
A4.	Identifies intermediate, complementary, and related colors					I	D	M			
A5.	Identifies tints, tones, and shades of hues					I	D	D	M		
A6.	Identifies warm and cool color qualities, bright and grayed (dulled) colors, dark and light colors	I	I	D	D	M	M				
A7.	Distinguishes between realistic and unrealistic colors in paintings			I	D	D	M	M			
A8.	Distinguished between transparent and opaque paint					I	D	M			
A9.	Identifies advancing/receding colors in art/nature			I	I	I	D	D	M	M	
A10.	Identifies colors as symbols	I	I	I	D	D	M	M	M	M	

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A11.	Identifies basic geometric shapes: circle, square, rectangle, triangle, oval	I	D	M	M						
A12.	Identifies lines: curved, straight, wavy, zig-zag, horizontal	I	D	M	M						
A13.	Identifies shapes and forms: geometrical, representational and free		I	D	D	M	M				
A14.	Finds geometric shapes in sculpture, pictures, and photographs		I	D	D	M					
A15.	Identifies five basic forms: cube, cone, cylinder, pyramid, and sphere				I	D	D	M	M	M	
A16.	Identifies likenesses and differences in shapes and sizes of everyday objects	I	I	D	D	D	M	M	M	M	
A17.	Identifies geometric/distorted shapes in photographs and paintings						I	D	M		
A18.	Identifies likenesses and differences: large-small, few-many, dark-light, bright-dull, thick-thin; surface qualities (textures): rough-smooth, coarse-slick, warm-cold, soft-hard	I	I	D	M	M					
A19.	Identifies art that uses more of one element than another, such as textures, lines, patterns						I	D	M		
A20.	Arranges texture in order from smooth to rough		I	D	M						
A21.	Ranks order: texture, colors, lines (rough-smooth, light to dark, simple-complex)	I	D	D	D	M	M				
A22.	Identifies textures that are different/same by feel/sight	I	I	D	D	M					
A23.	Distinguishes between visual texture and actual texture	I	I	D	D	M					
A24.	Finds the horizon in a picture	I	I	D	D	M	M	M			
A25.	Finds the eye level in real life scenes				I	D	M				

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A26.	Distinguishes relationships: near-far, above-below, high-low, up-down, right-left, flat-round, large-small, in front of and behind, a few-a crowd; essential characteristics and details of places and things	I	D	D	M						
A27.	Distinguishes art by children from art by professional artists		I	D	M						
A28.	Distinguishes between art done quickly and that done slowly					I	D	D	M	M	
A29.	Identifies designs and pictures made using rulers, compasses and templates					I	D	D	M	M	
A30.	Distinguishes between sketches and finished pictures				I	D	M				
A31.	Identifies paintings that are realistic/abstract/non-objective						I	D	M		
A32.	Identifies paintings, sculpture, collages, weaving				I	D	M				
A33.	Distinguishes between relief and free-standing sculpture				I	D	M				
A34.	Identifies rhythm, balance, and dominance in design						I	D	D	M	
A35.	Distinguishes paintings from sculpture	I	I	I	D	D	M	M			
A36.	Recognizes an arch, dome, column							I	D	M	
A37.	Recognizes calligraphy as a form of art			I	I	D	D	M	M	M	
A38.	Distinguishes types of line: man-made, nature, contour							I	D	M	
A39.	Identifies positive/negative space	I	I	I	D	D	D	D	D	D	
A40.	Identifies styles of painting								I	D	
A41.	Recognizes art created by artists introduced in the course					I	D	D	M	M	

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B.	PRODUCING ART										
B1.	Manipulates large, thick crayons using point, side, and end.	I	D	M							
B2.	Makes different kinds of lines and areas with crayon pressing heavily/lightly, sharp/dull points, using the side of the crayon, mixing one color over another, and using dots	I	I	D	D	M					
B3.	Uses regular size crayons, paint, and chalk on various papers in an exploratory and manipulative way		I	D	M						
B4.	Makes different kinds of lines with pencil-pressing heavily, lightly, sharp-dull points, using the side of the point; makes good texture rubbings	I	I	I	D	D	M				
B5.	Makes hard/soft edges with paint, crayons, and pencil	I	I	D	D	M					
B6.	Draws straight lines with a pencil and ruler		I	D	D	M					
B7.	Uses a pencil compass accurately					I	D	M	M	M	
B8.	Makes smooth gradations with paint, crayons, and pencil					I	D	M			
B9.	Makes marks with crayons and pencils that are bright-faint (pressure)					I	D	M			
B10.	Makes marks with crayons that are a mixture of colors	I	I	D	M						
B11.	Makes marks with sides of crayons (wrapper removed)	I	D	M							
B12.	Makes lines with crayons and pencils that are thick/thin	I	D	M							
B13.	Imitates real textures with pencil/crayon	I	I	D	M						
B14.	Draws around shapes with a pencil	I	I	D	M						

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B15.	Finger paints with one color and develops rhythmic patterns	I	D	M	M						
B16.	Uses more than one color in finger painting	I	D	M	M						
B17.	Mixes colors to create match special ones					I	I	D	M	M	
B18.	Mixes secondary colors (orange, green, violet) from (two) primary colors (red, blue, yellow)		I	D	M						
B19.	Holds and uses scissors correctly	I	I	D	D	M					
B20.	Cuts different weights of paper that are thick/thin	I	I	D	D	M					
B21.	Uses scissors to cut along a pre-drawn line	I	D	D	M						
B22.	Cleans up appropriate work area	I	D	D	M	M					
B23.	Draws using crayons, pencils, water-based felt pens	I	I	D	D	M					
B24.	Draws from memory, observation, and imagination	I	D	D	D	D	D	D	M	M	
B25.	Expresses personal ideas, thoughts, and feelings through drawing	I	I	D	D	D	D	D	D	D	
B26.	Draws to create composition using charcoal and ink					I	D	D	M	M	
B27.	Mixes different kinds of orange, green, and violet using complementary colors, black and white; do the same for red, yellow, and blue			I	D	D	M				
B28.	Mixes brown using red and green in different proportions			I	D	D	M				
B29.	Mixes brown using red and black in different proportions			I	D	D	M				
B30.	Mixes brown using red, yellow, and blue in different proportions			I	D	D	M				
B31.	Mixes powdered tempera to the consistency of cream					I	D	M			
B32.	Mixes different kinds of orange, green, violet			I	D	D	M				

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B33.	Mixes complementary colors to dull the brightness of one of them						I	D	M		
B34.	Mixes related colors to create another bright color						I	D	M		
B35.	Mixes complementary colors to create brown or gray						I	D	M		
B36.	Paints with large brushes, sponges, sticks, etc.	I	I	D	D	M					
B37.	Paints with thick dry paint on dry paper		I	D	D	M					
B38.	Paints with thin watery paint on wet paper		I	D	D	M					
B39.	Combines crayon and paint (thin) in resist process	I	D	M							
B40.	Paints with tempera and watercolor paint with various sizes of brushes	I	I	I	D	D	M	M			
B41.	Paints up to lines accurately				I	D	D	M			
B42.	Uses paste and/or glue properly	I	I	D	D	M					
B43.	Folds paper in half accurately	I	I	D	M						
B44.	Folds, cuts, and builds with strips of paper		I	D	D	M					
B45.	Weaves paper over and under accurately	I	I	D	D	M	M				
B46.	Weaves with yarn	I	I	D	D	M	M				
B47.	Prepares water base clay						I	D	M	M	
B48.	Rolls clay into slabs	I	I	D	D	M					
B49.	Rolls, pinches, presses, pulls out, and adds on clay.	I	I	D	D	M					
B50.	Joins clay with slip (or water)		I	D	D	D	D	D	D	D	
B51.	Makes simple stitches with needle, thread, and yarn on cloth or burlap				I	D	D	M	M		
B52.	Assembles precut pieces of cloth using large needle and coarse thread/yarn.				I	D	D	M			
B53.	Uses a latch hook on canvas					I	D	D	M	M	

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B54.	Laces or darns with yarn on open-mesh material	I	I	D	D	M					
B55.	Darns or stitches a design on coarse cloth			I	D	D	M	M			
B56.	Casts plaster in sand and clay								I	D	
B57.	Cuts, tears, geometric (squares, circles, triangles, etc.) Shapes from paper	I	I	D	D	M					
B58.	Folds, cuts, bends, curls, fringes, pastes, staples, and slots paper of different shapes, sizes, and weights		I	D	D	M					
B59.	Makes tracings using tracing paper				I	I	D	M			
B60.	Scores paper cardboard and bends it						I	D	M		
B61.	Builds structures from boxes, cartons, blocks, cans, soft wood, and other odds and ends		I	D	D	M					
B62.	Designs posters, ads, cartoons, caricatures, lettering					I	D	D	M		
B63.	Prepares pulp papier mache and newspaper strips			I	D	M					
B64.	Makes papier mache molds over an object				I	D	M				
B65.	Molds papier mache to create relief sculpture				I	D	M				
B66.	Makes a clear print				I	D	M				
B67.	Uses motifs in an all-over design					I	D	M			
B68.	Makes monoprints		I	D	D	M					
B69.	Draws one point perspective							I	D	M	
B70.	Draws two point perspective							I	D	M	
B71.	Overlaps to create depth				I	D	D	D	D	D	
B72.	Makes art from "found/throwaway" or nature materials (collages, sculptures, monoprints)	I	D	D	M	M					

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B73.	Enlarges pictures from smaller ones; also distort by enlargement							I	D	M	
B74.	Uses negative space in designing							I	D	M	
B75.	Uses shading to indicate the source of light							I	D	M	
B76.	Mounts pictures on a larger sheet of paper			I	D	M					
B77.	Mounts finished art and labels it		I	D	D	M					
B78.	Alters colored tissue by overlapping and gluing				I	D	D	M			
C.	SAFETY IN ART PROCESS										
C1.	Demonstrates a cautious awareness and respect for art tools and art areas	I	D	D	D	D	M				

**PROGRAM GOAL II: ART IN SOCIETY**

**PROGRAM OBJECTIVES:**

- A. Develops an awareness of how societies express values and beliefs through visual forms
- B. Identifies ways social groups respond to visual forms via media, techniques, and information

**SKILL LEVELS:**

- I-Introduce
- D- Develop
- M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL											
		K	1	2	3	4	5	6	7	8			
A.	DIFFERENT KINDS OF ART												
A1.	Recognizes art can tell stories		I	D	D	M							
A2.	Recognizes art can tell about feelings		I	D	D	M							
A3.	Recognizes some art is made from what people see in nature and every day things		I	D	D	M							
A4.	Recognizes some art is made from what people remember		I	D	D	M							
A5.	Recognizes colors are used on signs as messages, like red and green in traffic lights	I	I	D	M								
A6.	Recognizes shapes are used as messages, like road signs	I	I	D	D	M							
A7.	Recognizes sculpture is seen from all positions			I	D	D	M						
A8.	Identifies weaving as a kind of art	I	D	D	M								
A9.	Identifies greeting cards as an art form		I	D	D	M							
A10.	Recognizes other art forms: video, drama, dance, photography				I	D	M						
A11.	Recognizes art in forms of commercial art: product design graphics, advertising				I	D	M						

SUBJECT OBJECTS		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A12.	Recognizes stained glass as a kind of art					I	D	D	M	M	
A13.	Recognizes architecture as a kind of art					I	D	D	M		
A14.	Recognizes art styles as realistic, non-objective, abstract, op, pop, etc.					I	D	D	M		
A15.	Recognizes mobiles as a form of sculpture			I	D	D	M				
A16.	Recognizes macrame as a form of weaving					I	D	M			
A17.	Recognizes sculpture as hard or soft					I	D	M			
B.	MEDIA TECHNIQUES AND INFORMATION										
B1.	Identifies warm colors like yellow, orange, red		I	D	M						
B2.	Identifies cool colors like green, blue, violet		I	D	M						
B3.	Recognizes crayon can be used in different ways: points (sharpened-blunt), overlapping, pressing heavily, pressing lightly		I	D	D	M					
B4.	Uses pencils in different ways: points (sharpened-blunt), side, short lines-long lines, pressing heavily, pressing lightly		I	D	D	M					
B5.	Recognizes artists often mix materials: paint, crayons, collage, etc.		I	I	D	D	M				
B6.	Recognizes there are no single right answers in art		I	D	D	D	M				
B7.	Recognizes art is everywhere around us: shop windows, buildings, bridges	I	I	D	D	M					
B8.	Learns that different art form helps people know what they like best and how to improve their own art				I	D	D	M			
B9.	Recognizes artists are always changing their art to improve it						I	D	D	M	
B10.	Recognizes architects often make models of buildings before they are built				I	D	M				

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B11.	Recognizes rhythms				I	D	M				
B12.	Recognizes repetitions of line, shape, colors or patterns in art work				I	D	D	D	M	M	
B13.	Recognizes clay baked in a kiln is turned into pottery			I	D	D	M				
B14.	Recognizes that mixing primary colors makes secondary colors		I	D	D	M					
B15.	Recognizes artists fill the whole of the spaces in pictures			I	D	D	M				
B16.	Recognizes artists make distorted shapes by changing what they see				I	D	D	M			
B17.	Recognizes some artist paint quickly; some paint slowly		I	D	D	M					
B18.	Recognizes artists may paint fantasies			I	D	D	M				
B19.	Recognizes different cultures have their own kinds of art			I	D	D	D	M	M		
B20.	Recognizes every country has its own kind of art				I	D	D	M			
B21.	Recognizes artists often use unusual colors/textures/shapes/lines			I	D	D	M				
B22.	Recognizes things shown in detail, or that overlap, or are larger, or brighter, or lower, look closer				I	D	D	M			
B23.	Analyzes positioning of light can make objects look more interesting				I	I	D	D	D	D	

**PROGRAM GOAL III: ART HERITAGE**

**PROGRAM OBJECTIVES:**

- A. Develops a sensitivity and appreciation for the visual arts
- B. Enhances the visual heritage through a study of art history

**SKILL LEVELS:**

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL											
		K	1	2	3	4	5	6	7	8			
A.	AESTHETIC AWARENESS												
A1.	Describes objects/colors/textures/lines/shapes that can be seen in art works		I	D	D	D	M						
A2.	Chooses class art which is most preferred		I	D	D	M							
A3.	Chooses artists' work which is most preferred		I	D	D	M							
A4.	Chooses colors/lines/textures/shapes that look best for a work of art					I	D	D	M				
A5.	Decides what to change in an art work to improve it					I	D	D	M				
A6.	Chooses the most pleasing personal classwork to put in an exhibit and explain decision					I	D	D	M				
A7.	Identifies and compares rhythm, variety, dominance in the lines, shapes, colors, and textures used in art work					I	D	D	D	M			
A8.	Explains meanings and feelings in art works		I	D	D	D	M						
A9.	Develops a sense of pride, confidence, and satisfaction in own work	I	I	D	D	D	M						
A10.	Learns to describe, analyze, interpret, and judge art works			I	D	D	D	M	M				

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B.	ART HISTORY										
B1.	Understands how art began	I	I	D	D	D	D	D	D	D	D
B2.	Recognizes first clay pieces were baked in sun	I	I	D	D	D	D	D	D	D	D
B3.	Understands clay was first used for utilization objects	I	I	D	D	D	D	D	D	D	D
B4.	Understands weaving was first used to create clothing and shelter for people	I	I	D	D	D	D	D	D	D	D
B5.	Understands the development of art in the Middle Ages								I	I	D
B6.	Understands the development of art in the Renaissance								I	I	D
B7.	Understands the development of art in the Baroque period									I	D
B8.	Understands the development of art in the Neo Classical period									I	D
B9.	Understands the development of art in the Impressionistic age									I	D
B10.	Understands the development of art in the contemporary times									I	D
B11.	Recognizes artists of various periods								I	D	D
B12.	Recognizes art as a visual record of human kind								I	D	D