

THIRD EDITION
DAVE IRVINE

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ELEMENTARY VISUAL ARTS CURRICULUM An Arts Experiences Guide



AMERICAN SAMOA
DEPARTMENT OF EDUCATION
OFFICE of CURRICULUM, INSTRUCTION & ACCOUNTABILITY

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ELEMENTARY VISUAL ARTS CURRICULUM An Arts Experiences Guide

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HOW TO USE THIS CURRICULUM

This curriculum offers a wide range of suggested activities making it possible for teachers to plan lessons that meet the Visual Arts Standards and needs of each student. Individual and personal interpretation on the part of teachers and pupils is suggested and *welcomed*.

In planning areas for interpretation and scheduling time for experimentation it is strongly suggested that each class have experiences in Drawing and Painting. In general, a minimum of one half of the term should be devoted to this area. Apart from this suggestion, the allotment of time is flexible so that the special interests and capacities of pupils and teachers may be explored and expanded.

Many factors influence the art experience. Among the most obvious are the continuity of art instruction, scheduling available supplies and equipment. In view of these and other variables, adapting a curriculum to the needs of the pupil becomes a task that requires an individual approach and a collective commitment to art.

We invite innovation and experimentation. *We offer structure* for the art experience *while we avoid structure*. We invite the fullest expression of the creative talents of teachers whose personal inspiration and talent may expand experimentation, enrich experiences, modify and humanize this curriculum.

THE CREATIVE TEACHER

We readily accept the fact that the teacher should not impose or dictate. We accept the challenge to stimulate growth in the child's power to perceive and express.

Those who focus on the role of the teacher in promoting individual growth and in achieving good group relationships will agree that a stimulating art lesson conducted by a creative teacher is a significant situation in the total educational process. Though the teacher, because of experience and knowledge, is the leader in the classroom, the relationship with pupils is not mere direction or a one-way communication. It is a challenge in which the teacher encourages each individual to think, to communicate, to solve problems, to evaluate and to gain a sense of personal worth as well as insight into basic truths and concepts.

The teacher offers opportunities for success to *all* pupils, offering guidance, stimulation and encouragement through activities and experiences that are organized and sequential.

We are concerned with those pupils who seem to have lost the creativity and spontaneity that characterize the art of the young child. These young people may be overly critical of their efforts or set impossibly high standards for themselves.

The teacher offers opportunities for success to all pupils, offering guidance, stimulation, and encouragement through activities and experiences that are organized and sequential.

We are concerned with those pupils who seem to have lost the creativity and spontaneity that characterize the art of the young child. These young people may be overly critical of their efforts or set impossibly high standards for themselves. We must offer them ways to success and satisfaction while we continually seek creative answers to the question: How can we guide pupils to freely express ideas and feelings in a visual and personal language?

TIME ALLOTMENT

Instruction in visual arts is generally mandated in the course of study for the first eight years of all schools throughout the United States and territories. The time allotment each week for grades 1 through 8 is generally 1 or more hours. Remember that the suggested time allotment for each activity should be flexible to meet the needs of the teachers and students.

THE STRUCTURE OF A LESSON

MOTIVATION

How can I interest the child?

How can I involve the child's daily life experiences?

How can I use the child's previous art learning?

What questions will stimulate the child to think and arrive at solutions?

DEVELOPMENT

What demonstration, illustrative materials or techniques will help to accomplish the aim of this lesson?

How can I guide the pupil to experiment, to test, probe and try?

THE STRUCTURE OF THE CURRICULUM

All suggested activities may be interpreted in varied ways. However, within each broad area, activities are listed in order of the challenge they offer. Simple activities come first. We suggest open-ended activities in all media.

The sequential organization of this curriculum is based on the premise that children gain confidence and competence in a particular medium or activity through repeated experiences. Although the principles of design are an integral part of each experience, the emphasis is on expressing personal ideas and feelings.

OUR AIMS IN ART

TO DO

Grow in ability to use a wide range of art materials.

Grow in competence to express ideas and emotions in a visual language.

Experience the joy and excitement of experimentation, invention and discovery.

To leave as much of the decision making process up to the students-as possible.

TO EXPERIENCE

Emotional satisfaction in creative work that reflects inner feelings and personal ideas.

Art activities in range and depth so that we can note and nurture talents that exist in all of us.

TO UNDERSTAND

Individual human worth as it is demonstrated by the creative expression.

Our rich cultural heritage through the study of art.

TO BECOME

Self-respecting.

Increasingly perceptive so that visual experiences will heighten all learning and enrich life.

More aware of self through the exercise of the powers of creativity.

Better able to solve problems in other areas by having an opportunity to make decisions and find creative solutions to the problems of art.

More humane.

Visual Arts Content Standards Kindergarten to 4th grade

1. Understanding and applying media, techniques and processes

Benchmark

- 1.1** know the differences between materials, techniques and processes
- 1.2** describe how different materials, techniques and processes cause different responses
- 1.3** use different media, techniques and processes to communicate ideas, experiences and stories
- 1.4** use art materials and tools in a safe and responsible manner

2. Using knowledge of structures and functions

Benchmark

- 2.1** know the differences among visual characteristics and purposes of art in order to convey ideas
- 2.2** describe how different expressive features and organizational principles cause different responses
- 2.3** use visual structures and functions of art to communicate ideas

3. Choosing and evaluating a range of subject matter, symbols and ideas

Benchmark

- 3.1** explore and understand prospective content for works of art
- 3.2** select and use subject matter, symbols and ideas to communicate meaning

4. Understanding the visual arts in relation to history and cultures

Benchmark

- 4.1** know that the visual arts have both a history and specific

relationships to various cultures

- 4.2 identify specific works of art as belonging to particular cultures, times and places
- 4.3 demonstrate how history, culture and the visual arts can influence each other in making and studying works of art

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others

Benchmark

- 5.1 understand there are various purposes for creating works of visual art
- 5.2 describe how people's experiences influence the development of specific artworks
- 5.3 understand there are different responses to specific artworks

6. Making connections between visual arts and other disciplines

Benchmark

- 6.1 understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
- 6.2 identify connections between the visual arts and other disciplines in the curriculum

**Visual Arts Content Standards
5th to 8th grade**

1. Understanding and applying media, techniques and processes

Benchmark

- 1.1 select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas and reflect upon the effectiveness of their choices

1.2 intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas

2. Using knowledge of structures and functions

Benchmark

2.1 generalize about the effects of visual structures and functions and reflect upon these effects in their own work

2.2 employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

2.3 select and use the qualities of structures and functions of art to improve communication of their ideas

3. Choosing and evaluating a range of subject matter, symbols and ideas

Benchmark

3.1 integrate visual, spatial and temporal concepts with content to communicate intended meaning in their art works

3.2 use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in art works

4. Understanding the visual arts in relation to history and cultures

Benchmark

4.1 know and compare the characteristics of art works

in various eras and cultures

- 4.2 describe and place a variety of art objects in historical and cultural contexts
- 4.3 analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others

Benchmark

- 5.1 compare multiple purposes for creating works of art
- 5.2 analyze contemporary and historic meanings in specific art works through cultural and aesthetic inquiry
- 5.3 describe and compare a variety of individual responses to art works and to art works from various eras and cultures

6. Making connections between visual arts and other disciplines

Benchmark

- 6.1 compare the characteristics of works in two or more art forms that share similar subject matter, historical or cultural context
- 6.2 describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

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**The basic elements of design are: color, line, shape,
texture and space.**

Let our students have fun with them

