



Christ Episcopal School

Art

Overview

Concepts and activities include but are not limited to the following:

PreK-3—Art is experienced daily as children go about their learning activities in different centers.

Color recognition	Tissue paper art
Sponge painting	Yarn projects
Play dough	Color, cut, and
glue	
Plant rubbings	Finger paints.



PreK-4—Art, like music, art is experienced daily as children go about their learning in different centers.

Pencil drawing to illustrate	Finger-painting
Stringing beads	Painting
Color and shapes watercolor	
Mixing colors	
Cutting and pasting.	

Kindergarten—Art is experienced daily as children go about their learning activities in different centers. They also go to art class once a week. The art program is designed to teach students to:

- develop and organize ideas from the environment
- recognize and identify lines in works of art
- recognize and identify shapes in works of art
- identify primary and secondary colors in art works
- identify objects in art works that appear near and far
- describe forms in art works using basic terms (rounded, angular, large, small, etc.)
- recognize patterns in works of art
- recognize textures in works of art
- understand basic printmaking concept
- identify main subject of an artwork.

First Grade—Students attend art class once a week. Concepts and skills presented in Kindergarten continue to be refined. Additionally, students will :

- understand the terms landscape, cityscape, still-life and portrait
- classify artworks as landscapes, cityscapes, still-lives, or portraits
- cut and glue basic geometric shapes from paper
- combine shapes to make more complex images
- draw and paint lines, shapes, or colors that repeat to make a pattern
- draw and paint visual textures

First Grade cont.

- incise lines in clay or other modeling media for actual texture
- print with gadgets.

Second Grade—Students attend art class once a week. They continue to build on concepts and skills learned in previous grades.

- Identify variations in objects and subjects from the environment using the senses
- Identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms
- Identify primary and secondary colors
- Combine shapes to make more complex images
- Draw and paint lines, shapes, or colors that repeat to make patterns
- Draw and paint visual textures
- Produce basic forms from clay or other modeling media
- Incise lines in clay or other modeling media
- Mix primary colors to make secondary colors.

Third Grade—Students attend art class once a week.

- Expresses ideas through original artwork using a variety of media
- Develops a variety of effective compositions using design skills
- Identify a spectral color scheme; create a spectral color scheme
- Understands overlapping shapes create illusion in depth on a flat surface
- Uses contour lines in artwork
- Uses geometric and free-form shapes in artworks
- Create exaggerated proportions
- Create a regular pattern with identical motifs and equal space.



Art Overview continued

Fourth Grade—Students attend art class once a week.

- Identify grayscale
- Knows warm and cool colors
- Identify complimentary colors; use complimentary colors to create simultaneous contrast
- Distinguish between negative and positive space; create a design in which negative and positive space is balanced
- Point of view—eye level, bird's eye view, worm's eye view
- Use lines to express mood, convey emotions
- Use contour and outlines in artworks
- Invent ways to produce artworks using a variety of art media and materials
- Create pattern motifs that vary.



Fifth Grade—Students attend art class once a week.

- Compare relationships between design and everyday life
- Use lines to create visual textures and patterns
- Use different shapes to express moods
- Use value to create three dimensional effects.
- Create an analogous color scheme in an art work
- Use color to create sense of space in artwork
- Create drawings with linear perspective
- Create alternating patterns
- Draw proportionate facial features
- Used coiled technique to produce clay vessels
- Produce a freestanding papier-mâché sculpture.

Sixth Grade—Students attend art class once a week.

- Express a variety of ideas through original artworks using a variety of media with appropriate skill
- Understand lines can be used for shaded effects
- Demonstrate technical skills effectively using a variety of media and materials to produce designs, drawings, painting, prints, sculptures, ceramics, and fiber art
- Understand contrasting elements can be used to create a focal point or area of interest
- Identify and create bas relief and sculpture in the round
- Understand balance deals with visual weight in an artwork and can be achieved through object placement, color intensity, size of elements, contours of elements, and relative patterns and textures
- Use stippling and a variety of lines to create shaded effects
- Create a unified design
- Draw proportionate facial features
- Make and use low and high intensity colors
- Create aerial perspective through use of color and detail.

