

# **Art (PreK – 8<sup>th</sup> Grade)**

## **Academic Content & Skills Summary**

### **Peru Elementary School District 124**

In an effort to communicate clear academic expectations to students, parents and the local community, Peru Elementary School District 124 provides Academic Content and Skills Summaries from preschool through eighth grade in the areas of mathematics, language arts, science, social studies, technology, art, music and physical education.

Following is a simple summary of what our children should know and be able to do at each grade level in the area of Art. All children can learn, even if not at the same pace or in the same way, and ultimately these general skills and content items are what we will strive to accomplish with the assistance of our parents at home.

#### **Pre-K students will:**

- Use art as a means of self-expression, development of imagination and fostering creativity.
- Use art activities to develop fine motor control.
- Use art activities to develop cultural awareness.
- Use art activities as a sensory activity.
- Expose children to different art mediums such as finger painting, watercolor, different size and texture paint brushes, etc.
- Actively and cooperatively participate in all activities.
- Develop an appreciation of art.

#### **Kindergarten students will:**

- Develop a view of art that will provide the basis for the following years of art instruction.
- Discover and identify the elements of art (line, shape, color, texture, pattern, etc.) through the exploration of various art mediums (finger painting, clay, etc.).
- Develop beginning skills in the use of tools and art processes (watercolor painting, ceramics, etc.)
- Actively and cooperatively participate in all activities.
- Develop an appreciation of art.
- Make enriching connections between the visual arts and other subject areas (math, reading, and writing).

#### **1st Grade students will:**

- Continue to grow as they develop beginning skills in portraiture, landscapes, manipulation of sculpted materials, and collage.
- Continue to review the elements of art learned in Kindergarten and be introduced to form, value, and repetition.
- Continue to develop their art skills in the use of tools and art processes (ceramic pinch pot).
- Actively and cooperatively participate in all activities.
- Develop an appreciation of art.
- Make enriching connections between the visual arts and other subject areas (math, reading, and writing).

**2nd Grade students will:**

- Review previously introduced art elements and extend the meanings of their terms.
- Learn to use variations of the art elements to translate their ideas in artistic terms to express mood and feelings (for example, using symmetry to create visual balance, and creating depth by overlapping and the placement of objects in a picture.)
- Continue to develop their art skills in the use of tools and art processes (mosaic, ceramic coil pot).
- Actively and cooperatively participate in all activities.
- Develop an appreciation of art.
- Make enriching connections between the visual arts and other subject areas (math, reading, and writing).

**3rd Grade students will:**

- Expand their creative expression in their artwork.
- Design their art projects with more conscious and deliberate planning.
- Include combinations of the art elements in their artwork.
- Continue to develop their art skills in the use of tools and art processes (basket weaving, advanced ceramic pinch pot).
- Actively and cooperatively participate in all activities.
- Continue to develop an appreciation of art.
- Make enriching connections between the visual arts and other subject areas (math, reading, and writing).

**4th Grade students will:**

- Translate 3-dimensional forms to 2-dimensional forms with lessons in perspective and the use of the vanishing point.
- Use the elements of art and the principles of design as a foundation for exploring visual arts concepts and processes.
- Focus on refining their skills and further develop their craftsmanship.
- Continue to develop their art skills in the use of tools and art processes (yarn weaving, ceramic combination pinch and coil pot).
- Actively and cooperatively participate in all activities.
- Continue to develop a lifelong appreciation of art.
- Make enriching connections between the visual arts and other subject areas (math, reading, and writing).

**5th Grade students will:**

- Identify and demonstrate methods of artistic investigation to choose an approach for beginning a work of art.
- Experiment and develop skills in multiple art-making techniques and approaches.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Complete artist statements using art vocabulary to describe personal choices in art-making.
- Develop practices for safe and effective use of materials and techniques.
- Interpret art by analyzing subject matter, visual elements, and use of materials.

**6th Grade students will:**

- Formulate an artistic investigation that demonstrates new ideas, materials, methods, and approaches in making works of art.
- Explain care, safety, and clean-up of art materials, tools, and equipment.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- Interpret art by analyzing subject matter, elements and principles of art, and use of materials to identify ideas and mood.
- Develop and apply relevant criteria to evaluate a work of art.
- Write artist statements using art vocabulary to describe personal choices in art-making.
- Analyze how art reflects changing times, traditions, resources, and cultural uses.

**7th Grade students will:**

- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- Generate clear and concise strategies to design and produce a work of art that clearly communicates information or ideas.
- Reflect on and explain important information about personal artwork in an artist statement.
- Analyze multiple ways that images influence specific audiences.
- Interpret art by analyzing art-making approaches, subject matter, and use of materials to identify ideas and mood.
- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

**7th Grade (Media Arts) students will:**

- Design, improve, and refine media artworks by emphasizing particular expressive elements to reflect an understanding of purpose or audience.
- Demonstrate tools and techniques to achieve an assigned purpose in constructing media artworks.
- Develop and apply criteria to evaluate various media artworks and production processes.
- Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.

**8th Grade students will:**

- Document early stages of the creative process and investigation of ideas in sketchbooks and/or verbally
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

**8th Grade students will (continued):**

- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making.
- Demonstrate awareness of practices, issues, fair use, copyright, open source, and creative commons as they apply to creating works of art.
- Apply relevant criteria to examine, reflect on, revise, and evaluate a work of art.
- Collaboratively prepare and present selected theme-based artwork for display, and formulate artist statements for the viewer.
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the art that one creates.
- Interpret art by analyzing the elements and principles of art, use of materials, art-making techniques, ideas, and mood.
- Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- Distinguish different ways art is used to represent, establish, reinforce, and reflect identity.