

Visual Art Curriculum

Elementary School Kindergarten – Fifth Grade

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California State Visual Art Curriculum

“In today’s society more information is transmitted visually than verbally.”

California State Art Framework 1989

Art Curriculum Goal

We will cultivate art literate citizens who not only see art in museums but also surrounding us in our daily lives. They will have the knowledge to create, enjoy, and patronize the arts. Through visual literacy studies students will learn art production, art history, art criticism, and to apply critical thinking skills.

Art Elements

Line
Shape
Color / Value
Texture
Form / Space

Principles of Design

Balance
Emphasis
Unity
Pattern / Rhythm
Content

Vocabulary

Definitions help us to use words more carefully.

Categories of Art

- **Narrative** – art that tells a story, children are familiar with this form.
- **Realistic** – art that represents something we know.
- **Abstract** – art with distorted reality.
- **Non-objective** – no recognizable subject matter.

History – Heritage of Art

Who made it & when? Who would have seen it? Who was it made for?

Artistic heritage within the context of a comprehensive world view.

Expression – Art Production

Students’ art expressing ideas, feelings, hopes, and dreams. Acquire artistic skills and knowledge.

Discussion – Art Criticism

Do you like it? How would you have done this differently? Use analysis, interpretation, and judgment about visual relationships based on learned aesthetic values to improve art production.

Aesthetic Vision

- How things look to us, what we think is beautiful. Increase aesthetic awareness.
- Evaluate aesthetic qualities of everyday visual forms in the environment, such as architecture, advertising art, product design, TV and films.
- Recognize the impact of visual communication on our way of life.
- Identify careers in art.

Art Instruction Objectives

- K. Definitions help us to use words more carefully. (all grades)
1. How is art similar to and different from other things in the world?
 2. How do art works express moods?
 3. What purposes do art works serve?
 4. Can viewers be objective about art?
 5. Philosophers of art think about “big questions” in art. What kinds of things in the world are beautiful? Does art represent the world? Does non-objective art say anything? How are various forms of art similar and different?

Themes from History & Social Science

- K. Learning & working, now & long ago.
1. A child’s place in time & space.
 2. People who make a difference.
 3. Understanding change and continuity.
 4. A changing state.
 5. History and geography, making a new nation.