

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Grades 1-5 Art

Description

At the elementary level, students receive art instruction once a week. The learning environment is designed to be hands-on and participatory, with a sequential curriculum that teaches students the basic elements of art and principles of design. It also promotes art appreciation and visual awareness, which are fundamental to intellectual growth and creative self-expression. The elementary art curriculum for grades 1-5 is directly aligned with the Massachusetts Arts Curriculum Framework.

Guiding Principles

Arts are our human birthright—every culture throughout time and across the globe has them. As opposed to being the purview of the talented few, the arts are essential throughout everyone’s lives for understanding and appreciation, expression, social and emotional well-being, and creative opportunity. The primary guiding principles for fine and performing arts education in the state of Massachusetts are artistic literacy and artistic intent. *Artistic literacy* is the unique knowledge, skills, and capacities required to participate authentically in the arts (such as reading music notation or creating realistic shading). *Artistic intent* is the meaning the artist intended in a work. A high-quality arts education keeps artistic intent central by helping students create or perform work guided by thoughtful and intentional decision-making.

Source: MA Arts Curriculum Framework 2019, page 14

Art Content Standards

By the end of fifth grade, students will have learned the following processes and skills:

Creating:

1. Develop ideas that explore different art elements (e.g. line, shape, color) using a wide variety of materials.
2. Use a teacher-selected strategy (e.g. sketches, prototypes, rough drafts) to organize artistic ideas.
3. Respond to an artistic challenge and draft possible resolutions.

Performing:

4. Document the early stages of the creative process using a variety of methods and sort into assorted categories (early curation).
5. Refine a specific technique to produce a desired effect (e.g. creating realistic shading).
6. Share a work that expresses, evokes, or communicates a selected idea (e.g. students are asked to create a sculpture that expresses two opposing emotions, such as happiness and sadness).

Responding:

7. Analyze how aesthetic elements (e.g. color, form, line, shape, texture) are used to demonstrate intent.
8. Describe contrasting interpretations of an artwork to identify multiple perspectives and diverse community ideas.
9. Develop criteria for evaluating how skillfully or expressively an artist uses the basic elements of art (e.g. color, line, shape).

Connecting:

10. Distinguish one’s own preferences in art from those of others (e.g. friends or family).
11. Describe ways art is different from other objects in everyday life and why that matters (e.g. what the role of artistic intent is in visual arts).

Source: MA Arts Curriculum Framework 2019, page 61

By the end of fifth grade, students will have an understanding of the seven elements of art:

Line:	<ul style="list-style-type: none"> • Directional line • Line variety • Line weight • Contour lines • Gestural line
Shape:	<ul style="list-style-type: none"> • Geometric shapes • Organic shapes • Two-dimensional (2-D) shapes • Three-dimensional (3-D) shapes
Color:	<ul style="list-style-type: none"> • Primary colors, secondary colors, and tertiary colors • Color families • Analogous colors and complementary colors • Color wheel
Value:	<ul style="list-style-type: none"> • Tints, shades, and tones • Monochromatic • Value scales • Atmospheric perspective
Texture:	<ul style="list-style-type: none"> • Implied and actual texture
Space:	<ul style="list-style-type: none"> • Overlapping of objects • Horizon line • Foreground, middle ground, background • Positive/negative space • One-point perspective • Illusion of depth
Form:	<ul style="list-style-type: none"> • Value to create volume (3-D drawing) • Sculpture (varied media)

Structures for Learning

During a typical class, students and teachers may be engaged in...

- Exploring dry and wet media, including but not limited to colored pencils, pastels, paint, clay, and found objects
- Creating 2-D and 3-D artwork with artistic intent
- Analyzing and critiquing personal artwork and the artwork of peers
- Presenting and sharing artwork with peers
- Studying historical and contemporary artists
- Developing an understanding of how artists make purposeful decisions to express, evoke, and communicate

Studio Habits of Mind



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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Guiding Principles

The guiding principles are philosophical statements that underlie the standards and resources in the Massachusetts Arts Curriculum Framework. They should guide the design and evaluation of arts programs in schools. Programs guided by these principles will prepare students for colleges, careers, and their lives as productive citizens.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Seven Elements of Art

Elements of art are stylistic features that are included within an art piece to help the artist communicate. The seven most common elements of art are line, shape, space, value, form, texture, and color. These elements are the building blocks, or ingredients, of visual art.

Studio Habits of Mind

The Studio Thinking Project, funded 2001-2007 by the J. Paul Getty Trust, studied the kinds of habits of mind implicitly and explicitly taught in strong visual arts classes, and the classroom structures that facilitate this learning. The research team worked in two Boston-area arts-centered high schools (Boston Arts Academy and the Walnut Hill School) with five practicing artists committed to teaching. The study's qualitative methods included interviews, video-observation, and rigorous coding documenting art teachers' pedagogical intentions and strategies. Researchers conducted follow-up interviews with teachers following each observation. The analyses resulted in the Studio Habits of Mind and Studio Structures. The studio habits of mind describe eight dispositions students are taught so that they learn to think like artists. The studio structures are ways teachers organize time, space, and interactions in visual arts classrooms.