

Visual Arts at Holy Family Grade School

“Creativity is critical thinking. Art opens all of those kinds of passages and possibilities to think beyond what we already know.”

- Catherine Opie, artist

At Holy Family, we believe that the integration of a visual arts program in a child’s education is greatly valuable to their well-rounded and unique learning experience. Art is at the intersection of critical thinking and play; it provides a balance throughout the rest of the academic curriculum that is important for the development of innovation and imagination. Everyone is an artist in their own way, and we encourage that each student find their voice beyond the textbook through creativity. We aim to provide a supportive and engaging atmosphere in which self-expression with confidence can be fostered.

In today’s multimedia society, the arts is a powerful and essential means of communication. The visual arts classes at Holy Family introduce students to various artistic ideas, skills and techniques. Creating works influenced by significant art periods, cultural values, religious motifs, and individual narratives, each student can form an appreciation for works made by others, as well as consider their own potential artistic contributions.

California Arts Standards

Creating

Imagine, Plan, Make

Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Anchor Standard 3: Refine and Complete Artistic Work

Presenting

Select & Analyze

Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

Anchor Standard 6: Convey meaning Through the Presentation of Artistic Work

Responding

Perceive, Analyze, Interpret & Evaluate

Anchor Standard 7: Perceive and Analyze Artistic Work

Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Connecting

Synthesize & Relate

Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art Anchor

Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen

Understanding
Learning Methods and Goals

TK through 2ND GRADE

Essential Questions and Artistic Behaviors	Skills & Concepts
What materials can be used to create art?	Explore tools, control and manipulation of a variety of art materials (painting, pastels, crayons, markers) Fine motor skills development
What are the various elements of art?	Understanding different types of lines, shapes, forms, textures Understanding what space is and how it's used
Identifying Primary and Secondary Colors	Using the the color wheel Experimenting with color by mixing

<p>Describe ideas and emotions communicated/felt in works of art</p> <p>Express points of view of artwork and the purpose art serves</p> <p>Identify symbols</p> <p>Categorize artwork by subject matter including portrait, landscape, and still life</p>	<p>Vocabulary development; using art terms to talk about artworks</p> <p>Following two-three part oral directions</p> <p>“Reading” art as we read text – uses the same kinds of processes, just using different symbols and interpretation; recognizing how pictures can tell a story; connect real life experiences or scientific processes to artwork</p>
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3RD GRADE through 5TH GRADE

<p>Essential Questions and Artistic Behaviors</p>	<p>Skills & Concepts</p>
<p>What is the difference between 2-D and 3-D art?</p>	<p>Creating sculptures with cardboard, paper, tinfoil, etc.</p>
<p>How can we use various processes and techniques to produce works of art that demonstrate craftsmanship?</p>	<p>Artwork that</p> <ul style="list-style-type: none"> ● Imitates nature (realism) ● Is concerned with design and composition (formalism) ● Expresses a feeling or emotion (expressionism)
<p>Gain a more advanced knowledge of the elements of art</p>	<p>Identify, use, and produce intermediate colors; warm and cool colors; positive and negative space; balance; pattern; depth of field</p>

Compare and contrast geometric and organic shapes	Identifying that organic shapes are often curvilinear in appearance, that are similar to those found in nature {i.e. plants, animals, rocks} vs. geometric shapes which are based on math principles {i.e. square, triangle, circle}
Understand that art reflects times, places, and cultures	Draw from different art movements (Stone Age, Mesopotamian, Egyptian, Roman, Chinese/Indian/ Japanese/Filipiino Art, Renaissance, Impressionism, Abstract Expressionism, Surrealism, etc.)
Examination of different artworks: develop and expand aesthetic perception	Determine the purpose of a work; Understand the different opinions about the artwork

6TH GRADE through 8TH GRADE

Essential Questions and Artistic Behaviors	Skills, Concepts & Artists
Generating and conceptualizing artistic ideas and work through the self-portrait	Learn about the idea of self-portraits; discuss and analyze what the artist is trying to tell us about themselves; create their own self portrait using props, color, pattern, environment, etc. that says something about themselves Artists: Van Gogh, Frank Big Bear, Frida Kahlo, Yayoi Kusama

<p>How does abstract art support the creative process? How can you use rhythm and pattern to create abstract art?</p>	<p>Exploring time period of abstract art beginning with Kandinsky (1911); Piet Mondrian; Malevich, Matisse's work in the 1950s (cut-outs), Frank Stella</p>
<p>Introduce layout: poster design and graphic design</p>	<p>Bookmaking and the photographic image, collaging</p>
<p>Expand art criticism skills in discussion</p>	<p>a. Description (What do I see?) b. Analysis (How is it organized?) c. Interpretation (What does it mean?) d. Evaluation (What do I think of it? How do I feel about it?)</p>
<p>Create collaborative projects and develop a theme</p>	<p>Mosaic (7th grade) Mural Painting (8th grade) Artists: Judy Baca, Georgia O'Keeffe, Maya Hayuk,</p>

<p>Exploration of digital arts</p>	<p>Digital imaging and collaging; an introduction to photoshop and indesign - Book // zine making - Digital poster creation Artists: Chaz Bundick, Lydia Ortiz, Alexander Rodchenko, Corita Kent, Paula Scher, Sarah Boris</p>
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