

# Visual Arts Kindergarten

By the end of Kindergarten students will:

## *Creative Processes*

- use art to express themselves
- use a variety of different starting points for artwork including the immediate environment and their own experiences (memories, imagination and dreams)
- use different media to create and explore ideas
- produce 2-D and 3-D works of art
- respond to the artwork of others as a starting point for their work

## *Elements of Art and Design*

- begin to be aware of the different elements of art and design and how these elements of art and design and how these elements create specific effects, for example, color to express emotion
- be introduced to the different elements in art and design and freely experiment with these
- be introduced to a variety of tools, materials and techniques

### *Color*

- introduce primary colors-(what they are and why they are unique)
- mix secondary colors from primary colors
- explore that color can either be natural or manufactured
- explore what are warm and cool colors

### *Line*

- explore that line is an extended dot which runs across a working surface
- evaluate the effectiveness of line through a study of both contemporary and historical art

### *Shape*

- explore that shape is an enclosed area created by lines or other shapes
- identify different geometric shapes in our environment
- learn the creative use of shapes

### *Space*

- appreciate that space exists all around oneself
- appreciate that space can be empty or used
- explore the terms *above/below, near/far, inside/outside, and on/under*

### *Texture*

- explore that texture describes perceived surface quality such as rough or smooth, shiny or dull

Red – Knowledge

Orange – Concepts

Blue – Skills

Green - Attitudes

- examine a variety of textures-visual and tactile
- express texture using various media

### ***Form***

- explain the term *third dimension*
- explore that form is shape brought into third dimension
- explore that we live in a world dominated by form

### ***Design***

- explain a few basic elements of design-line, shape and color

### ***Visual Arts in Society***

- be exposed to and respond to a wide range of objects images and artwork
- be exposed to art forms associated with special events, festivals and holidays throughout the world.

### ***Reflection and Appreciation***

- explore how art can be used as another language to express and communicate personal ideas, thoughts and emotions
- begin to discuss their artwork and the artwork of other

# Visual Arts

## Grade One

By the end of Kindergarten students will:

### *Creative Processes*

- recognize that art may be used for individual/group expression
- recognize the different stages of the creative process (beginning, middle and completion)
- respond to the artwork of others as a starting point for their work
- use a variety of media to explore and express ideas

### *Elements of Art and Design*

- begin to be aware of the different elements of art and design and how these elements create effects, for example, colour to express emotion

#### *Color*

- explain the term *unity and harmony*
- use shades of color to create unity and harmony
- recognize that objects cast shadows

#### *Line*

- explore that there is an infinite variety of line in the environment

#### *Shape*

- explore similarities and differences between shapes
- explain shapes formed in natural and man made environments
- explore geometric and free form shapes
- evaluate the use of basic shapes through a study of both contemporary and historical art

#### *Space*

- explore that space affects the color and clarity of what we see in our environment
- explore that space can be divided, filled, opened and closed

#### *Texture*

- explore that texture can be associated with environmental responses
- observe the variety of texture in the natural and man made environment

#### *Form*

- explore that form can evoke emotional responses
- appreciate the concept of three-dimensional form

#### *Design*

- explore the size relationship between people and objects

### *Visual Arts in Society*

- be exposed to and respond to a wide range of objects, images and artworks
- be exposed to art forms associated with special events, festivals and holidays throughout the world
- sharpen powers of observation
- be aware that individuals and cultural groups with a variety of styles and purposes
- investigate the purposes of objects and images in past and present cultures and identify contexts in which they were or are made, viewed and valued

### *Reflection and Appreciation*

- begin to understand that individual responses, thoughts and ideas are valued when viewing and reviewing their own and other artists' works
- identify the strengths and areas of improvement in their own and others' artwork
- become aware that different art styles were produced at different times in history
- realize the importance of reflection and the influence this has on the development of their work

## Visual Arts Grade Two

By the end of Grade Two students will:

### *Creative Processes*

- recognize that other people express themselves using art in a variety of styles
- become more familiar with the different stages of the creative process, from generating the initial ideas to the completion of an idea or piece of work
- use a variety of media, to explore and express ideas
- produce 2-D and 3-D works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences

### *Elements of Art and Design*

- begin to discover the interrelationship between the different elements and principles of art and design

#### *Color*

- introduce the terms *hue, value and intensity*
- use shades of color to create unity and harmony
- recognize that objects cast shadows

#### *Line*

- explore that that line can evoke emotional response

#### *Shape*

- create subject matter out of geometric shapes
- identify shapes which by themselves can be symbolic and have meaning

#### *Space*

- appreciate that form fills spaces
- appreciate that space can either be 2D or 3D
- introduce the terms *baseline and horizon*
- learn how the use of space in artwork can be culturally and historically influenced

#### *Texture*

- discover the use of texture can enhance surfaces

#### *Form*

- explore that art includes a variety of form using different media
- realize that there are five basic forms-sphere, cone, cylinder, cube and pyramid

#### *Design*

- appreciate that sizes go in order
- explore the concept of pattern in design

*Visual Arts in Society*

- be exposed to a range of contemporary art and artists

*Reflection and Appreciation*

- use specific art vocabulary when discussing artworks
- take time to reflect on their artwork

## Visual Arts Grade Three

By the end of Grade Three students will:

### *Creative Processes*

- Become increasingly independent in the realization of the creative process

### *Elements of Art and Design*

- Demonstrate understanding of the proper and controlled use of art tools, materials and techniques, singly and in combination
- Begin to discover the interrelationship between the different elements and principles of art and design

### *Color*

- Realize that all colors form part of the color wheel
- Explore the concepts-*shades and tints*
- Discover that black and white create shades and tints of any color
- Introduce the term *complementary colors*

### *Line*

- Explore that line can show position, motion and direction

### *Shape*

- Explore the concept of symmetry in art
- Explore positive and negative space
- Realize that all space in a piece of art has to be considered

### *Space*

- Discover the use of overlapping to show perspective
- Realize that the sky touches the ground
- Explore that baseline is equal to horizon

### *Texture*

- Explore that texture describes perceived surface quality such as rough or smooth, shiny or dull
- Explore the aesthetic effects of textures in ones environment

### *Form*

- Explore the relationship between form and function
- Reinforce the five basic forms in composition-sphere, cylinder, pyramid and cone
- Evaluate the effectiveness of form through a study of both contemporary and historical art

### ***Design***

- Explore the concept of scale and that parts make up a whole
- Appreciate the term rhythm in art

### ***Visual Arts in Society***

- Develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued
- Develop a sense of the chronology of art history
- Be exposed to a range of contemporary art and artists
- Describe how artists working in different styles and media and in different historical periods have used the elements of art and design and/or tools, materials and techniques

### ***Reflection and Appreciation***

- Use specific art vocabulary when discussing artworks
- Develop skills in analyzing, interpreting and evaluating meaning in the artwork created by others and in their own work
- Be aware of art in their own and different environments
- Take time to reflect on their artwork
- Solve artistic problems

## Visual Arts Grade Four

By the end of Grade Four students will:

### *Creative Processes*

- Recognize that other people express themselves using art, in a variety of styles
- Become more familiar with the different stages of the creative process, from generating the initial ideas to the completion of an idea to a piece of work
- Use a variety of media, including IT, to explore and express ideas
- Produce 2-D and 3-D works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences
- Continue to develop sensitivity, skill and understanding of the elements and principles of art and design

### *Elements of Art and Design*

#### *Color*

- Explore that warm colors advance and cool colors recede
- Realize that colors are placed in order on the color wheel
- Explore that shades and tints have value (tone)
- Realize that shadows change value (tone) as they go further from the source
- Realize that shadows change value (tone) at different times of the day

#### *Line*

- Explore that line can become pattern and texture

#### *Shape*

- Introduce the idea that shapes can escape the boundaries of pictures

#### *Space*

- Explore that one's point of view can create and change the illusion of space
- Explore the terms *foreground, middle ground and distance*
- Explore the terms *above/below, near/far, inside, outside, and on, under*

#### *Texture*

- Explore the use of texture can create illusion of form

#### *Form*

- Manipulate various media to create form

#### *Design*

- Realize that line, color are repeated to create movement of the eye

### *Visual Arts in Society*

Red – Knowledge

Orange – Concepts

Blue – Skills

Green - Attitudes

- Compare works on a similar theme from various periods and cultures

***Reflection and Appreciation***

- Be aware that people have used artwork as an expression of their feelings or as a response to a situation
- Develop a critical awareness of their own environment and the place of art within it
- Begin to think and behave like an artist

# Visual Arts

## Grade Five

By the end of Grade Five students will:

### *Creative Processes*

- Become increasingly independent in the realization of the creative process
- Use sketchbooks as an everyday tool to reflect, to discover and to develop personal interests, and as a source of ongoing information
- Combine and use a variety of media, including IT, to explore and express ideas
- Incorporate visual arts (2-D and 3-D) into the PYP exhibition

### *Elements of Art and Design*

- Continue to develop sensitivity, skill and understanding of the elements and principles of art and design
- Identify the elements and principles of art and design and use them in appropriate ways when producing and responding to works of art.

#### *Color*

- Appreciate that colors can be monochromatic
- Realize that the color wheel includes complementary and analogous colors
- Introduce different artists' application of color incorporating styles and periods of artists
- Use a vocabulary of art elements and principles as criteria to discuss the artwork

#### *Line*

- Explore how to use various media to create line

#### *Shape*

- Shapes, silhouettes and their relationship to form
- Explore the visual relationships of shapes in composition

#### *Space*

- Realize that one point perspective uses a vanishing point

#### *Texture*

- Appreciate the effectiveness of textures within art works

#### *Form*

- Appreciate the effectiveness of forms found in different artworks
- Explore the appropriateness of materials used for specific forms

#### *Design*

Red – Knowledge

Orange – Concepts

Blue – Skills

Green - Attitudes

- Introduce the principle of ratio in art
- Appreciate the concept of movement from a focal point
- Appreciate the concept of stability through triangular composition
- Analyze the different *Zambian and African patterns*

### *Visual Arts in Society*

- Recognize individual, community and social uses of art
- Compare works of a similar theme from various periods and cultures
- Be exposed to both western and non-western artists

### *Reflection and Appreciation*

- Appreciate art as a form of communication and as an expressive language in its own right
- Develop a sensitivity to artistic works
- Be aware that people have used artwork as an expression of their feelings as a response to a situation
- Develop a critical awareness of their own environment and the place of art within it
- Begin to think and behave like an artist