

**FINE ARTS**

# **VISUAL ARTS**

**1-8**

**Our Lady Queen of Peace School  
Madison, WI 53711**

*“How manifold are your works, O Lord! In wisdom you have wrought them all – the earth is full of your creation.”*

*Psalm 104:24*

*“The function of all art lies in providing a window on the infinite for the hungry soul of man.”*

*Pope Pius XII*

**It is important that each student understands and appreciates that the beauty and gifts in the surrounding world are a reflection of God’s love.**

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## **INTRODUCTION**

The Visual Arts program is designed to provide students the opportunity to develop and refine their skills in creating works of art, to analyze and reflect upon their own and other works of art, to find an artistic means of expressing their thoughts, and to find meaningful relationships between the visual arts and the complex world in which they live.

Throughout the visual arts program, students will learn to appreciate God's gift to the world.

## LEVEL 1

### EXPLORING

<b>STANDARD 1</b> Students will explore and refine the application of art materials and appropriate art techniques.
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#### OBJECTIVES

- Explore a variety of art materials while learning art processes.
  - Experiment with various media (crayons, watercolors, clay, chalk, glue, etc.) as possible ways to express ideas, feelings, experiences, and stories.
  - Draw basic shapes prior to adding detail.
  - Mix primary colors to create secondary colors.
  - Distinguish likenesses and differences in shapes, colors, and textures.
  - Handle art materials in a safe and responsible manner.
  - Clean and put art-making areas back to order after projects.
  - Respect other students' artworks as well as one's own.

## **EXPRESSING**

<b>STANDARD 2</b> Students will choose, evaluate and express, artistic subject matter, themes, symbols, ideas, meanings, and purposes.
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### **OBJECTIVES**

- Explore possible content in art prints or works of art.
  - Show examples of art prints and talk about context and mood as an introductory concept.
- Enjoy freedom of expression during activities.
- Develop a sense of pride, confidence and satisfaction in own work.

## LEVEL 2

### EXPLORING

<b>STANDARD 1</b> Students will explore and refine skills with art materials, techniques, and processes.
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#### OBJECTIVES

- Explore a variety of art materials while learning new techniques and processes.
  - Use and develop skills for beginning a drawing.
  - Portray people and objects in a more natural size relationship.
  - Work on overlapping objects as a method to create a sense of depth in a work of art.
  - Make different kinds of lines using crayons, pencil, and paint.
  - Make simple patterns by repeating dots, lines, shapes, and colors; e.g., bricks on a wall, etc.
  - Divide and use colors into “warm” or “cool” groups.
  - Demonstrate texture.
  - Recognize various types of art: weaving, sculpture, stained glass, etc.
  - Fold, cut, bend, curl, fringe, paste, staple, and slot paper of different shapes, sizes, and weights.
  - Identify the use of secondary colors in works of art.
  - Introduce tertiary colors.
  - Distinguish between photographs, paintings, and drawings.

- Handle art material in a safe and responsible manner.
  - Avoid contact with/or inhaling fumes from art materials.
  - Clean and put back to order art areas after projects.
  - Respect other students' artworks as well as one's own.

## **EXPRESSING**

<b>STANDARD 2</b> Students will choose, evaluate and express artistic subject matter, themes, symbols, ideas, meanings, and purposes.
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### **OBJECTIVES**

- Enjoy freedom of expression during activities.
- Develop a sense of pride, confidence, and satisfaction in own work.



## LEVEL 3

### EXPLORING

<b>STANDARD 1</b> Students will explore and refine the application of media, techniques, and artistic processes.
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#### OBJECTIVES

- Explore a variety of art materials while learning new techniques and processes.
  - Use simplified forms to begin drawing more complex forms.
  - Demonstrate a line drawing.
  - Identify shapes and forms: 2-D geometrical, symbolic, free form (e.g., cloud, tree).
  - Identify and use complementary color schemes.
  - Use contrasting colors to create emphasis (e.g., red-green).
  - Start to develop a sense of depth by drawing distant objects smaller and with less detail than objects in the foreground.
  - Create “mood” in a drawing.
  - Do simple stitchery.
  - Make objects out of papier mache.
  - Make objects from “found/throw away” or nature materials (collage, sculpture, prints, rubbings, etc).
  - Express own ideas in varied media.
  
- Create works of art using basic elements and principles.
  - Create a work of art that uses all of the spaces on the paper.
  - Create a work of art that has a focal point.

- Recognize a variety of artists' tools.
- Ventilate the room to avoid inhaling fumes from art materials.
- Clean and put art making areas back in order after working on projects.
- Develop a sense of pride, confidence, satisfaction, and respect for other students' artwork as well as one's own.

## EXPRESSING

<p><b>STANDARD 2</b> Students will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purpose.</p>
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### **OBJECTIVES**

- Explore possible content and purposes in significant works of art.
  - Explain possible meanings of interpretations of some significant works of art.
  - Invent possible stories that may explain what is going on in these same works of art.
  - Recognize that artists may paint fantasies.
  - Describes objects, colors, textures, lines, and shapes that can be seen in a work of art.
  - Describe, analyze, interpret, and works of art.

## **LEVEL 4**

### **EXPLORING**

<b>STANDARD 1</b> Students will explore and refine the application of media, techniques, and artistic processes.
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#### **OBJECTIVE**

- Explore a variety of art materials while learning new techniques and processes.
  - Draw objects from a variety of perspectives; e.g., directly beneath, bird's-eye view, below, from the level of the surface upon which it sits.
  - Use gesture drawing as a start-up skill for drawing.
  - Portray cast shadows as having shapes different from the objects that cast them.
  - Use value, color, and texture to create interest.
  - Observe and render the details of real objects with a high degree of accuracy; e.g., wrinkles in a cloth, veins in a leaf, ridges on bark.
  - Design posters, cartoons, lettering, and caricatures.
- Handle art materials in a safe and responsible manner.
  - Provide proper ventilation when working with art materials that give off fumes.
  - Dispose of and/or recycle art material wastes in a safe and appropriate manner.
  - Clean and store art materials and equipment in a way that extends their life and usability.
  - Clean and put art making areas back in order after projects.
  - Develop a sense of pride, confidence, satisfaction, and respect for other students' artwork as well as one's own.

- Analyze and reflect upon works of art by their elements and principles.
  - Identify evidence of depth, shadow, color, and mood in artwork.
  - Identify complementary and related colors in art and nature.
  - Identify of distortion.
- Create works of art using the elements and principles.
  - Draw the base of a distant object higher up on the drawing page than the bases of objects that are meant to be in the foreground.
  - Portray a consistent light side closest to the light source and dark side opposite the source of light in artwork.
  - Alter the intensity of any color by adding gray to it.
  - Create dominance in a painting by adding gray to all the colors but one.
  - Repeat elements to create movement in artwork.

## EXPRESSING

<b>STANDARD 2</b>	Students will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.
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### OBJECTIVES

- Explore possible content in art prints or works of art.
  - Determine and explore a variety of sources of inspiration for making art; e.g., panoramic view, microcosm, people, imagination, celebration, events, interpretation of emotions, education, and religion.
  - Classify works of art according to media and genre; e.g., portrait/landscape, abstract/realistic, painting/sculpture, drawing/print.
  - Understand that all art work is different and that none is better or worse.
  - Demonstrate a visual and aesthetic awareness of the world.

**LEVEL 5**  
**EXPLORING**

<b>STANDARD 1</b> Students will explore and refine the application of media, techniques, and artistic processes
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**OBJECTIVES**

- Explore a variety of art materials while learning new techniques and processes.
  - Differentiate between foreground, middle, and background in the production of artwork.
  - Observe objects in detail and portray them with greater accuracy in works of art.
  - Refine gesture drawing and figure drawing.
  - Predict the process and techniques needed to make a work of art such as preliminary sketches.
  - Identify warm and cool colors.
  - Use watercolor washes.
  - Create the illusion of textures.
  - Develop techniques of balance, focus, and contrast in nature.
  - Create mosaics and collages.
  - Develop skills in the use of negative space and shading.
  - Recognize art styles as realistic, non-objective, abstract, etc.
  - Gain experience in using different art forms.

- Identify the influence advertising design and its related fields has on one's life.
- Discuss careers in the art field.
- Explore different shapes in compositions.
- Explain how the elements of color, line, and space are used to communicate ideas in art.
- Identify the use of distortion of objects in significant works of art; e.g., portraying reflections, rubbery forms, melting objects, deflated objects.
- Identify the natural aspects of distorted forms of art; e.g., a reflection of a tree in water has the color and general shape of a tree, a deflated tire still has the texture and color of a tire.
- Classify works of art as realistic, abstract, geometric, or organic.
- Use contour lines to indicate the form of objects.
- Create a work of art with symmetry.
- Create the illusion of common patterns and textures by the repetition of dots, lines, shapes, tones, colors, and value contrast.
- Improve accuracy in proportion in works of art; e.g., measure and use a ratio between two objects or between a part to its whole.
- Handle art materials in a safe and responsible manner.
- Practice appropriate behavior with sharp or dangerous tools at all times.

- Clean and put art materials back in order after working on projects.
- Respect other students' artworks as well as one's own.

## **EXPRESSING**

<b>STANDARD 2</b> Students will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purpose.
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### **OBJECTIVES**

- Explore possible content in art prints or works of art, both worldly and secular.
  - Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purpose for students' own artworks.
  - Predict aesthetic value in significant works of art; historical importance, communication of ideas or feelings, use of realism.
  - Use of personal experience as inspiration to create a work of art.

## LEVEL 6

### EXPLORING

<b>STANDARD 1</b> Students will explore and refine the application of media, techniques, and artistic processes.
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#### OBJECTIVES

- Explore a variety of art materials while learning new techniques and processes.
  - Use one point, linear perspective to create an illusion of depth.
  - Portray distant objects higher on the paper.
  - Use the horizon line to represent eye level in artwork.
  - Create the illusion of depth by portraying parallel lines that move away from the viewer to converge at a point on the eye level.
  - Show cast shadows as darker directly under the object causing them.
  - Fuse cast shadows that overlap.
  - Draw cast shadows to describe the form or surface upon which they fall; e.g., the cast shadow of a pole falling on stairs, a cast shadow falling on a ball.
  - Create an artwork that has five distinct value changes from light to dark.
  - Render objects in the distance as grayer and/or bluer than those in the foreground.



- Manipulate lines and their direction to show the shape or direction of the surface they are describing.
  - Create a 3-D form by scooping, carving, or cutting away parts from the whole.
  - Understand and define grade appropriate art terms.
  - Understand complementary, secondary, tertiary, and monochromatic colors.
  - Arrange texture in order, from smooth to rough.
  - Create lines and shapes to create illusion of motion, rhythm, and depth.
  - Distinguish between sketches and finished pictures.
  - Recognize that there is no single “right way” in art.
  - Categorize art forms.
  - Develop a sense of pride, confidence, and satisfaction in own work.
  - Increase skills in describing, analyzing, interpreting, and judging art work.
- Predict the processes and techniques needed to make a work of art.
    - Consider a variety of ideas before starting a work of art.
    - Make thumbnail sketches, storyboards, or verbal descriptions to help organize art ideas before beginning the actual piece.
  - Handle art materials in a safe and responsible manner.
    - Handle art tools and materials so their inherent danger is minimized.
    - Clean and put the art making areas back in order after working on projects.
    - Respect other students’ artwork as well as one’s own.

## LEVEL 7

### EXPLORING

<b>STANDARD 1</b>	Student will develop skills vital to making art by composing pictures and rendering structure, value, scale, shapes, gesture, texture, depth, and color in a picture.
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#### OBJECTIVES

- Explore a variety of art materials while learning new techniques and processes.
  - Begin a drawing by using thumbnail sketches.
  - Render the appropriate scale and proportion of objects.
  - Create a more effective use of space by cropping (extending objects beyond the picture plane).
  - Render variations of lightness and darkness in a drawing.
  - Use structural lines to define changes in planes or surfaces; e.g., corners, edges, wrinkles, or folds.
  - Refine basic drawing techniques.
  - Work on drawing the human figure, tastefully and in proportion.
  - Use lines, dots, cross-hatching, stippling, and shapes to create the illusion of texture.
  - Create the illusion of depth by using the following
    - a. Overlapping
    - b. Size
    - c. Placement
    - d. Contrast
    - e. Detail
  - Use linear perspective to create the illusion of depth.
  - Explain how repetition and overlapping can unify a composition.

- Demonstrate an understanding of:
  - a. Color organization (color wheel).
  - b. Color schemes.
  - c. Tints, shades, and tones.
  - d. Warm and cool colors.
- Create harmonious color relationships for specific effect: e.g., happy, dignified, peaceful, chaotic, and tragic.
- Use contrast to create emphasis (focal point) in a composition.
- Identify rhythm, balance, and dominance in design.
- Improve scale and proportion.
- Identify styles of painting.
- Recognize art created by artists introduced in the course.
- Design posters, ads, cartoons, caricatures, lettering.
- Discuss careers in art.
- Identify skills in rendering perspective, form, texture, and foreshortening.
- Create moods and feeling with color.

- Expand the use of different media.
- Recognize that artists paint to express their feelings.
- Handle art materials in a safe and responsible manner.
  - Handle art tools and materials so their inherent danger is minimized.
  - Clean and put the art making areas back in order after working on projects.
  - Respect other students' artwork as well as one's own.

### UNDERSTANDING

<p><b>STANDARD 2</b> Students will understand Art History and develop skills vital to analyzing and evaluating works of art.</p>
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#### **OBJECTIVES**

- Develop skills necessary to critique works of art.
  - Describe what is seen and how elements such as line, shape, color, and texture are used.
  - Explain how principles such as emphasis, repetition, and contrast affect composition.
  - Interpret the feeling, mood, or idea communicated in the work of art.
- Recognize the varied role of the artist in society.

## APPLYING

<b>STANDARD 3</b>	Students will learn about other art forms, either to appreciate or apply.
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### **OBJECTIVES**

- Appreciate and/or apply other art forms such as”

Sculpting  
Leather working  
Wood design  
Puppets  
Ceramics  
Linoleum/Block Printing  
Photography  
Interior design

Weaving  
Fabric  
Mosaics  
Printmaking  
Jewelry  
Architecture

## LEVEL 8

### EXPLORING

<b>STANDARD 1</b>	Students will continue to develop skills vital to making art by composing pictures and rendering structure, value, scale, shapes, gesture, texture, depth, and color in a picture.
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#### OBJECTIVES

- Explore a variety of art materials while learning new techniques and processes.
  
- Discuss careers in art.
- Demonstrate an understanding of:
  - a. Color organization (color wheel).
  - b. Color schemes.
  - c. Tints, shades, and tones.
  - d. Warm and cool colors.
- Create harmonious color relationships for specific effects; e.g., happy, dignified, peaceful, chaotic, and tragic.
- Use contrast to create emphasis (focal point) in a composition.
- Identify rhythm, balance, and dominance in design.
- Improve scale and proportion.
- Identify styles of painting.
- Recognize art created by artists introduced in the course.
- Create moods and feeling with color.

- Expand the use of different media.
- Recognize that artists paint to express their feelings.
- Handle art materials in a safe and responsible manner.
  - Handle art tools and materials so their inherent danger is minimized.
  - Dispose of waste materials in keeping with EPA standards and appropriate methods.
  - Clean and put the art making areas back in order after working on projects.
  - Respect other students' artwork as well as one's own.

## UNDERSTANDING

<p><b>STANDARD 2</b> Students will understand Art History and will continue to develop skills vital to analyzing and evaluating works of art.</p>
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### **OBJECTIVES**

- Develop skills necessary to critique works of art.
  - Describe what is seen and how elements such as line, shape, color, and texture are used.
  - Explain how principles such as emphasis, repetition, and contrast affect composition.
  - Interpret the feeling, mood, or idea communicated in the work of art.
- Recognize the varied role of the artist in society.

## APPLYING

<b>STANDARD 3</b> Students will continue to learn about other art forms, either to appreciate or apply.
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### **OBJECTIVES**

- Appreciate and/or apply other art forms such as:

Acrylic paintings

Plaster masks

Painted mirrors

Ceramics

Clock designing

Creating 3-D wood human figures

Graduation art work



**POSSIBLE ARTISTS FOR STUDY:**

Berthe Morisot  
William Harnet  
Pablo Picasso  
Rembrandt Van Rijn  
George Seurat  
George Bellows  
Kathe Kollwitz  
Vincent Van Gogh  
Jan Vermeer  
Edward Hicks  
Winslow Homer  
Paul Klee  
Jackson Pollock  
Frederic Remington  
Monet  
Georgia O'keeffe  
Mary Cassatt  
Salvador Dali  
Edgar Degas  
Paul Gaugin

Keith Haring  
Katsushika Hokusai  
Auguste Renoir  
El Greco  
Henri Matisse  
Francisco Goya  
Andrew Wyeth  
Paul Klee  
Wassily Kandinsky  
Andy Warhol  
Miro  
Marc Chagall  
Grandma Moses  
Jacob Lawrence  
Jean-Francois Millet  
Thomas Gainsborough