



## **The Art Curriculum: Skills and Concepts**

Children gain competence with art skills and concepts through repeated exposure as they move through the years from nursery through sixth grade. The overarching goal of this work is that each child believes that art is possible for them and that they have the basic skills to express ideas visually. To that end, there are many components through which they will spiral during their Miquon years and through which they will acquire skills, concepts, and confidence in their creativity as their maturation and interests allow. For that reason, the goals and experiences described below are less specific than a traditional scope and sequence.

### **Overarching goals**

Students will:

- Know and use the elements of art -- including color, form/shape, line, space, texture, pattern, and value.
- Experience various art forms including painting, drawing, craft, sculpture, print, design, communications, and media.
- Recognize a variety of principles to produce, review and revise their work.
- Learn to handle materials, equipment and tools safely.
- Gain knowledge of various styles within an art form.
- Understand that the arts take place in various places and in many cultures.
- Begin to recognize the links between the visual arts, people, and culture.
- Begin to use their knowledge of art elements to analyze artists' work.
- Discuss their work, tell their stories, and enjoy the process.

**Nursery children and kindergarteners** begin to explore art elements, vocabulary, and expression through:

- Cutting and pasting
- Drawing with color tools
- Painting with tempera, watercolor, and paint sticks
- Modeling and shaping with clay and play dough
- Building, with sticks, cardboard, and natural materials
- Using age-appropriate tools
- Sharing space and ideas

**First and second graders** gain comfort with art materials and personal expression through:

- Cutting and pasting, colored paper and mixed media
- Naming and using geometric shapes
- Naming and using primary and secondary colors
- Drawing in black and white and color, using a variety of line types
- Painting and color mixing with watercolor tempera and paint sticks
- Working with clay, rolling a ball, flattening a slab, pressing textures, glazing
- Building with sticks, cardboard, paper mache
- Fiber arts may include weaving and sewing
- Using age appropriate tools, sharing space and ideas, helping each other

**Third and fourth graders** personalize and develop skills both visually and verbally through repeated practice and revision:

- Drawing in black and white, observation, keeping a sketchbook, planning work
- Cutting and pasting, layering, collage, 3-D sculpture
- Painting and color mixing with watercolor, paint stick, and acrylic
- Knowledge and use of geometric and organic shapes
- Pattern construction, symmetry
- Hand building with clay, connecting shapes, inventing sculpture, starting wheel work
- Glazing techniques, including underglazes and overglazes
- Sculpture: building with cardboard, paper mache, wood, glue guns
- Printing: Styrofoam and relief printing
- Fiber arts: including sewing and weaving
- Computer graphic and photography

**Fifth and sixth graders** achieve competency with the following processes and techniques:

- Drawing for observation and planning, black and white with various line types
- Beginning to use shading and perspective
- Painting and using knowledge of color theory, including complements, tints, and shades
- Pattern design, geometric and organic shapes
- Hand building and pottery wheel with clay, kiln, and glazing
- Designing with underglazes
- Sculpture: plaster masks, figures, motion, kinetic sculpture
- Printing: styrofoam and block print
- Fiber arts: which may include weaving, knitting, or sewing
- Computer graphics and photography