



INNOVATE ACADEMY

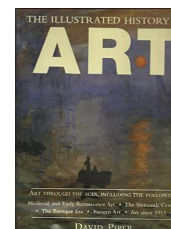
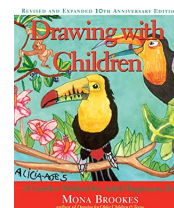
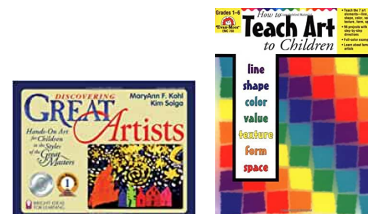
head heart hands | Every child a culture maker

Art Curriculum: Grades K-8

Time / Schedule: 1 hour per week
30% Lecture 70% Practice/ Performance

Homework: All done in class unless otherwise noted

Key Teacher Resources: Claritas Cycles 1-4, How to Teach Art to Children by Joy Evans and Tanya Skelton, Discovering Great Artists by MaryAnn F. Kohl and Kim Solga, Drawing with Children by Mona Brookes, The Illustrated History of Art by David Piper



Key Student Works: *Examples-* Sculpture Relief Pottery Mosaic/Fresco Structures—Columns Bust/Portrait Architecture

Master Question: How does good art reflect the life and times of ancient Greece and Rome? What makes it “good”?

Course Description: This course rotates the grammar school study of art over a 4 year cycle, focusing on artists and their works from either ancient Greece and Rome, The Middle Ages, the Renaissance and Reformation or the Modern World, incorporating Multicultural Art throughout. Scholars learn art through imitation of the masters. They will consider the context in which the art was created and employ fundamental skills of art in reproducing works like those they study. They should complete this course with a more well-rounded competence, a deeper literacy of the major works of art in their historical period, and a more developed aesthetic.

Art appreciation: Introduce fundamental concept to students (e.g. line, shape, etc.) Present examples from great masters. Discuss historical context and artistic aims. Practice with exercises or small project.

Trimester 1 One period per week: Fundamental elements (line, shape, color)
Art history/appreciation Master work imitation

Trimester 2 One period per week Fundamental elements (value, texture, form, space) Art history/appreciation Master work imitation

Trimester 3 One period per week: Fundamental elements applied Art history/
appreciation Master work imitation

Review of all seven elements of art (shape, color, line, value, texture, form, and space)

Primary Teaching Objectives The scholar will be able to:

1. **Imitate the masters by:** **a.** identifying the type or process used to create the master's art (sculpting, relief in marble, tempura paint, etc.); **b.** identifying the artistic principles exemplified in each piece of art (line, texture, color, shape, etc.); **c.** appreciating the historical period studied, paying particular attention to the fundamental mechanical aspects of the work itself as well as to the meaning conveyed by the artist through a given work and the historical context of both the work and its creator, e.g., Ancient Grecian art and Ancient Roman art; **d.** Focusing on artists in Greek and Roman sculpture, pottery, and architecture;
2. **Begin to recognize the historical, philosophical, and cultural context of art** through appreciating the particular method of creating various art including architecture and painting e.g, Ancient Greek/Roman, sculpting, decorating pottery, relief, mosaic, and other art forms
3. **Perform/utilize tools of art** by: **a.** drawing detailed observations with pencil; **b.** using color with paint, including mixing paints; **c.** using the skills necessary to recreate master works of art appropriate to their age; **d.** recognizing and using the techniques of the masters to create reproductions; **e.** continuing to draw 3-D objects well;
4. **Participate in a project/practicum:** *Examples-* making a sculpture or recreating a building with Greek aesthetic principles; designing, forming (building), and painting a piece of pottery according to Greek style; drawing portraits and objects in 3D; or reproducing a master work.

Primary Teaching Methods Class should be conducted around the following parameters:

1. Teaching focuses on the primary teaching objectives, and lessons should be balanced to incorporate each element of art over a two- to four-period class meeting rotation;
2. Technique will center around the basic elements of art, as outlined in *How to Teach Art to Children*; prior years of experience in the seven basic elements in progressively complex iterations are assumed;
3. Age-appropriate lecture and discussion, as introductory material or historical framework;
4. View and discuss pertinent works of art;
5. Class may begin with a brief activity, question to consider, or written response designed to focus the class discussion and prepare scholars for the lesson;
6. Practice with art techniques and projects through imitation.

Primary Measures and Assessments: Scholars will be evaluated according to the following guidelines:

1. Scholars should be assessed (shows growth in skills) at least once at the end of each unit and four informal assessments will be given (diligence and attentiveness);
2. Assessment for project work should be based on student success at following the prescribed techniques and steps in the lesson and the incorporation of required elements; for example, if a particular art assignment requires the use of perspective, one example of foreground and background contrast, and the use of negative space, the presence or absence of these features will determine the grade. Students will not be graded poorly for "imperfect" work, but only for not correctly incorporating requirements for pieces (which may include some aesthetic quality but is not primarily based thereupon).