

# Visual Arts

## London Christian Elementary School

### Aims of the Art Program

#### **Tendency Aims: Decisional Dimension (heart)**

- to develop the ability to view God's creation artistically and appreciate the variety in it;
- to encourage students to make decisions about their own art;
- to lead students in becoming more creative, actively ethical, responsible adults through observation, expression, and evaluation of their own ideas and the ideas of others;
- to celebrate the fullness of creation from small details to the spectacular.

#### **Cognitive Aims: Knowing, Intellectual Dimension (head)**

- to recall and reflect upon past experiences related to visual expression;
- to appreciate and evaluate the works of other artists;
- to gain knowledge of various media and techniques.

#### **Ability Aims: Creative, Responsive Dimension (hands)**

- to become skillful in relating expression, design, and technique;
- to experience satisfaction, enjoyment, self-confidence, and self-respect in expressing themselves artistically;
- to begin to express their personal thoughts, feelings, and faith more freely.

### Overall Expectations (as taken from the OME document, "The Arts")

By the end of Kindergarten, students will:

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts;
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;
- use problem solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;
- express responses to a variety of art forms, including those from other cultures;
- communicate their ideas through various art forms.

Throughout Grades 1-8, students will:

	<b>Grades1-3</b>	<b>Grades 4-6</b>	<b>Grades 7-8</b>
Creating and Presenting	Create two and three dimensional works of art that express personal feelings and ideas	Create two and three dimensional ( <i>and multimedia – gr6</i> ) works of art that express feelings and ideas inspired by their interests and experiences	Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view
	Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic	Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic	Demonstrate an understanding of composition, using multiple principles of design and other layout considerations to create narrative art works or arts works on a theme or topic
	Use elements of design in art works to communicate ideas, messages, and personal understandings	Use elements of design in art works to communicate ideas, messages, and understandings	Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
	Use a variety of materials, tools and techniques to respond to design challenges	Use a variety of materials, tools, techniques and technologies to determine solutions to design challenges	Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges
Reflecting, Responding and Analysing	Express their feelings and ideas about art works and art experiences	Interpret a variety of art works, and identify the feelings, issues, themes and social concerns that they convey	Interpret a variety of art works and identify the feelings, issues, themes and social concerns that they convey
	Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work	Analyze the use of elements and principles of design in a variety of art works, and explain how they are used in their own and others' work to communicate meaning or understanding	Explain how the elements and principles of design are used in their own and others' art work to communicate a theme or message, and evaluate the effectiveness of their use on the basis of criteria generated by the class
	Demonstrate an awareness and meaning of signs and symbols encountered in their daily lives and in works of art	Demonstrate awareness of the meaning of signs, symbols, and styles in works of art	Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works
	Identify and document their strengths, their interests, and areas for improvement as creators of art	Identify and document their strengths, their interests, and areas for improvement as creators, interpreters and viewers of art	Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters and viewers of art
Exploring Forms and Cultural Contexts	Identify and describe visual art forms that they see in their home, at school, in their community and in visual art experiences	Describe how visual art forms and styles represent various messages and contexts in the past and present	Identify and describe some of the ways in which visual arts form and styles reflect the beliefs and traditions of a variety of cultures and civilizations
	Demonstrate an awareness of a variety of works of art from diverse communities, times and places	Demonstrate an awareness of a variety of art forms, styles and traditions, and describe how they reflect the diverse cultures, times and places in which they were made.	Demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity

## Fundamental Concepts (as taken from the OME document, “The Arts”)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Elements of Design</b>								
<b>line</b>	Jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects	Horizontal, vertical, diagonal lines; lines that show motion; lines inside shapes	Variety of line (thick, thin, dotted)	Lines to indicate emotion; contour lines; lines of various weights, repetition of lines to create rhythm	Linear and curved hatching and cross-hatching; gesture drawings; implied lines	Lines that direct the viewer’s attention; lines that create the illusion of force and movement	Lines for expressive purposes; diagonal and converging lines; repetition of lines	Directional lines; contour drawings; one- and two- point perspective
<b>shape and form</b>	Geometric and organic shapes and forms of familiar objects	Symmetrical shapes and forms	Composite shapes; symmetrical and asymmetrical shapes	Free-standing forms; shapes organized in a pattern; positive and negative shapes; abstract shapes	Symmetrical and asymmetrical shapes and forms; positive and negative shapes; convex and concave	Exaggerated proportions; motifs; fonts; geometric shapes and forms	Various shapes and forms; symbols, icons, logos; radial balance	Various visual “weights” of forms; complex 3-D constructions
<b>space</b>	Depiction of objects in the distance; shapes and lines closer together; horizon line; space through shapes	Overlapping of objects to show depth	Foreground, middle ground and background	Positive and negative space in art; diminishing perspective; various in size to create illusion of depth	Shading and cast shadows and create illusion of depth; atmospheric perspective; microscopic and telescopic views	Centre of interest and one-point perspective; basic facial proportions; horizontal and vertical symmetry	Use of complementary colours in shading and perspective; one- and two- point perspective; open-form sculpture	One- and two- point perspective; converging lines; alternative systems for representing space
<b>colour</b>	Mixing of primary colours, identification of warm and cool colours	Secondary colours; mixing of colours with a limited palette	Colour for expression and to indicate emotion; mixing of colours with white to make a range of warm and cool tints	Monochromatic colour scheme; colour emphasis through variations in intensity; advancing colour	Complementary colours; hue; intensity	The colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images	Analogous colours; transparent colour	Tertiary colours; contrast of colours; absence of colour
<b>texture</b>	Textures of familiar objects; changes in texture; transfer of texture	Textures of familiar objects; illusion of texture; impasto	Real versus visual or illusionary texture; etching by scratching	Texture elaboration; texture quality	Textures created with a variety of tools, material and techniques; patterning	Textures created with a variety of tools, materials, and techniques	Textures created with a variety of tools, materials and techniques	Real and illusionary textures that appear in the environment
<b>value</b>	Light, dark	Mixing of a tint, identification of light and dark	Mixing a range of light colours and dark colours	Mixing of shades; variations in value to create emphasis	Gradations of value to create illusion of depth; shading	Shading that suggests volume; gradation	Shading	Cross-hatching to suggest volume and shadows; gradation in value
<b>Principles of Design Focus</b>	Contrast	Repetition and rhythm	Variety	Emphasis	Proportion	Balance	Unity and harmony	Movement

