

# VISUAL ART PROGRAM

## "CREATE ART"



@P.S.216

### **ART STANDARDS** from the Blueprint for teaching and learning in Visual Arts Grades Pre-K-12.

- I. **Art Making:** The Art Making strands indicate what students should be able to accomplish at the end of benchmark years: second and fifth. These charts provide “snapshots” of the learning process—the skills, knowledge and appreciation that should be mastered in selected areas and how these are honed as students mature.
- II. **Literacy in the Visual Arts:** Visual Arts has its own vocabulary and literacy, as well as its own set of skills that support learning across the curriculum. For example, the careful observation of a work of art resembles the close reading of a text—one that includes making observations and drawing inferences. The Visual Arts provide students with inexhaustible subjects about which they may read and write, as well as engage in accountable talk.
- III. **Making Connections:** This strand provides social, cultural, and historical contexts in which students may understand art, while indicating some links to other disciplines in the curriculum. Students are expected to apply knowledge and skills learned in the art room to assist them in interpreting the world around them.
- IV. **Community and Cultural Resources:** New York City is rich in community and cultural resources. Students should be actively engaged with the institutions, schools, studios, community-based organizations, libraries, exhibitions, and artists that contribute to the cultural and economic vitality of the city. These resources are integral to the development of young artists, expanding their horizons and enhancing the instruction they receive in school.
- V. **Careers and Lifelong Learning:** While some students will pursue careers in an art-related field, most will regard art as a means of expression and lifelong enjoyment. The career-building skills learned in art activities are those required in all other fields of endeavor: goals setting, planning, and working independently and in teams.

In this brand new academic year at this **AMAZING INCREDIBLE EXTRAORDINARY SCHOOL**...that truly embraces the Visual Arts in Music, Dance, Environmental, Wellness Program and now in the Art realm I am most pleased to collaborate with each of my grades/class teachers as well as “Art Appreciation, Art Vocabulary, Real World application of the arts and Art History of Influential Artist throughout the years incorporated into the “Elements of Art/Principles of Design.”

## Grades- Pre-K-Kindergarten-First: Students will learn expressive use of

the Elements of Art and Principles of Design: Elements of Art :Line/Shape/Color/Texture/Form/Space/Value Principles of Design: Pattern/Balance/Rhythm/Contrast/Emphasis/Unity/Variety as students create their own original works of art utilizing and incorporating elements of art and principles of design as they view influential artists such as: Mondrian, Henri Matisse, Dr. Seuss, Marcus Pfister and Paul Gauguin. Projects to be created will be abstract and animal collages, printmaking on foam plates, drawing self-portraits, learning primary/secondary colors/creating a color wheel, painting from the garden, drawing self-portraits, For the first graders if it is possible to utilize existing school I-pads for “Art Apps.”(To be approved by Principal). One culture per year will be studied- will collaborate with each grade to connect with classroom teachers topics.

Benchmark: At the end of each month there will be a finished art project and the end of year a projected “Art Gallery”- finances permitted or student purchase of frames-either foam core(to be cut by teacher) or matt boards as well as wall space allocated. (To be approved by Principal) Mediums to be used are pencils, colored pencils, crayons, paint (watercolor-craypas), fabric, foam plates, tissue paper, clay and re-cycled materials. Any donations are appreciated!  
THANK YOU TO THOSE TEACHERS WHO HAVE DONATED TO THE ART STUDIO! :)

## Grades- 2<sup>nd</sup> Grade-3<sup>rd</sup>: Students will learn expressive use of the Elements of Art and

Principles of Design: Elements of Art :Line/Shape/Color/Texture/Form/Space/Value Principles of Design: Pattern/Balance/Rhythm/Contrast/Emphasis/Unity/Variety as students create their own original works of art utilizing and incorporating the elements of art and principles of design as they view influential artists such as Mondrian, Matisse, Walt Disney, Keith Haring, Picasso, Gauguin as well as utilizing existing school I-pads for “Art Apps.”(To be approved by Principal). Projects to be created will be line design leafs, portfolio logo designs utilizing elements of art, family tree sculptures utilizing shape and re-cycled materials, learning about primary/secondary/intermediate colors by creating a color wheel, abstract op-art 1 point perspective, different textures /shape collages, self-portraits utilizing a mirror and positive/negative vs. symmetry vs. asymmetrical and pop-art shapes. One culture per year will be studied- will collaborate with each grade to connect with classroom teachers topics. Looking at and discussing art, problem solving as well as analyzing/observing art, recognizing the societal, cultural and historical significance of art and connecting art to other disciplines as well as interpreting the community and world around us. Resources to be utilized will be museum web-links, public art/design, cultural institutions and discussions of careers in the Visual Arts and setting goals and developing career plans.

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# Grades- 4<sup>th</sup> Grade-5<sup>th</sup>.

Students will learn expressive use of the fourteen art elements and principles of design as students make art and view influential artists such as: Mondrian /Joel Shapiro, Frank Stella Matisse, Georgia )-Keefe, Modigliani/Picasso, Seurat/Monet, Keith Haring and M.C.Esher, Michelangelo, Jacob Lawrence as well as utilizing existing school I-pads for “Art Apps.”(To be approved by Principal). Projects to be created will be line design leafs, portfolio logo designs utilizing elements of art, family tree sculptures utilizing shape and re-cycled materials, learning about primary/secondary/intermediate/tertiary colors by creating a re-cycled color wheel, abstract op-art 1 point perspective, different textures /shape collages, self-portraits utilizing a mirror and positive/negative vs. symmetry vs. asymmetrical and pop-art shapes. One culture per year will be studied- will collaborate with each grade to connect with classroom teachers topics. Looking at and discussing art, problem solving as well as analyzing/observing art, recognizing the societal, cultural and historical significance of art and connecting art to other disciplines as well as interpreting the community and world around us. Resources to be utilized will be museum web-links, public art/design, cultural institutions and discussions of careers in the Visual Arts and setting goals and developing career plans.

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Got to go...CREATE ART!

*Miss Pontecorvo*