

Diocese of Superior

Art and Design Curricular Guide

Grades 4K-8



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INTRODUCTION

Philosophy

The Catholic Church is famous for its elaborate architecture, sculptures, paintings, and mosaics. In Renaissance Italy, the Catholic Church funded the arts by hiring the best painters, sculptors, and architects to exemplify the beauty, the power, and the unity found within it. Art also played a role in the education and comprehension of Catholic theology. When the Mass was said in Latin, common people would have found it very hard to understand what was going on, so the use of the 'visual' (i.e. paintings, sculpture, etc) would have helped them grasp a certain concept. Art and religious expression go hand-in-hand, and the importance of art to convey spirituality is ancient.

Since the dawn of creation, Art has also been used to capture the gift of God's creation. Through Art, people better understand and wonder in this world God created for us. From the flora and fauna, the animal and landscapes, to the human form, capturing and expressing these gifts bring our understanding to a personal level. Knowledge about art is highly rewarding and a lifelong experience. It helps us enjoy and appreciate the God-given talents and gifts of others and also brings an awareness of the magnitude, wonder and complexity of God's creation. The study of art will enhance the student's inner, personal experience of faith, and foster a greater understanding of Christ's teachings.

Rationale

This PK-8 Art and Design Curricular Guide respects the entity of the individual schools within the diocese. Rather than a mandate of what is to be learned and when, the Diocese of Superior Art and Design Curricular Guide provides the overall content of what is recommended to be learned. Local schools are invited to use this curricular guide to create a school specific curriculum that is more comprehensive and sensitive to the needs of their students.

History

The original Diocesan Arts Curriculum was developed in 2002. Not much is known about how that curriculum was established but through review of the document, it follows the Wisconsin Model Academic Standards. Work on the updated art curriculum began in fall of 2015 with the help of Marilyn Pekol, principal of St. Mary in Tomahawk developing the first draft. As a framework Ms. Pekol used the 2000 Wisconsin's Model Academic Standards for Art and Design Education.

Acknowledgements

All teachers in the schools during the review and implementation of this document are thanked and respected for their input, time and energy in helping to establish these standards and skills for each grade level. A special thank you to the art teachers who helped with specific portions of the guide, especially Tricia Pieper, teacher at St. Patrick in Hudson, Mary Rosauer, teacher at St. Mary, New Richmond and Marilyn Pekol, former principal at St. Mary in Tomahawk.

Reading this Document

The document is divided into 6 main parts. Catholic components are integrated within the standards. Additional Catholic Resources are provided at the end of the document. It is expected that the Catholic components will be used in teaching the aspects of this guide.

The format of this curriculum has been chosen by the principals of the schools. In reading this document, the first part includes the **Scope and Sequence** which encompasses all GOALS, OBJECTIVES and SKILLS for each grade span and where each are (I) Introduced, (R) Reviewed, and (P) Proficient.

(I) Introduce is to indicate the initial exposure to the skills. **(R) Review** is to indicate practice of the skills. **(P) Shows Proficiency** is to indicate proficiency in the skill within the context of the class. It is assumed that if a skill is proficient that it has been introduced and reviewed.

A. KNOWING

I = Introduce

R = Review

P = Show Proficiency

Students will be able to...

Goal:

Develop a knowledge based about art and design, now and throughout history, in order to better understand the arts, themselves and the world around them.

A.1 Know and remember information and ideas about the art and design around them and throughout the world.

		4K	5K	1	2	3	4	5	6	7	8
A.1.1	Develop a mental storehouse of images paying special attention to Judeo-Christian Art/Artists	I	I	I	I	R	R	R	P	P	P
A.1.2	Learn and use appropriate vocabulary related to the study of art	I	I	I	I	R	R	R	P	P	P
A.1.3	Learn about and identify styles of art both locally and around the world		I	I	I	I	R	R	R	P	P
A.1.4	Learn about and identify styles of art from various times, paying special attention to Christian Art and expression		I	I	I	I	I	R	R	R	P
A.1.5	Demonstrate ways in which art is one of the greatest achievements of human beings		I	I	I	R	R	R	P	P	P
A.1.6	Identify ways in which art is basic to thinking and communicating about the world and evangelizing the Good News of Jesus Christ		I	I	I	I	R	R	P	P	P

A.2 Understand the value and significance of the visual arts, media and design in relation to history, citizenship, this environment, and social development.

		4K	5K	1	2	3	4	5	6	7	8
A.2.1	Explore how artists and cultures throughout history have used art to communicate ideas, especially Christian teachings, and develop functions, structures, and designs		I	I	I	I	R	R	P	P	P
A.2.2	Recognize ways in which form, function, meaning and expressive qualities of art and design change from culture to culture and artist to artist		I	I	I	R	R	R	P	P	P
A.2.3	Identify works of art and design objects relate to specific cultures, times and places		I	I	I	R	R	R	P	P	P
A.2.4	Describe ways in which art is influenced by artists, designers, cultures and faith		I	I	I	I	R	R	P	P	P
A.2.5	Explain how personal choices in art are shaped by culture, society and historical events		I	I	I	R	R	R	P	P	P
A.2.6	Know how to describe, analyze, interpret and judge art images and objects from various cultures, artists, and designers		I	I	I	R	R	R	P	P	P
A.2.7	Describe environmental and aesthetic issues related to the design of packaging, industrial products and cities			I	I	I	R	R	R	P	P
A.2.8	Learn that art historians, cultural anthropologists, and philosophers of art contribute to an understanding of art and design			I	I	I	R	R	R	R	P

B. DOING

I = Introduce

R = Review

P = Show Proficiency

Students will be able to...

Goal:
Recognize and respond to the changes of the processes and principles of producing quality visual arts over time.

B.1 Design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos and computer images.

		4K	5K	1	2	3	4	5	6	7	8
B.1.1	Explore the elements and principles of design	I	I	I	R	R	R	P	P	P	P
B.1.2	Explore what makes quality design	I	I	I	I	R	R	P	P	P	P
B.1.3	Describe how the design of art changes its meaning		I	I	I	R	R	P	P	P	P
B.1.4	Use design techniques to improve and/or change art work	I	I	I	I	R	R	R	P	P	P
B.1.5	Look at nature and works of art as visual resources and gifts from God	I	I	I	R	R	R	P	P	P	P
B.1.6	Use sketching to experiment and develop ideas for art work		I	I	I	R	R	P	P	P	P
B.1.7	Develop the craft and skills to produce quality art	I	I	I	I	R	R	P	P	P	P
B.1.8	Explore the natural characteristics of materials and their possibilities and limitations	I	I	I	I	I	R	R	R	P	P
B.1.9	Be aware of personal creative processes and life experiences to better understand own work	I	I	I	I	R	R	R	P	P	P
B.1.10	Develop personal responsibility for learning and creative process	I	I	I	R	R	R	P	P	P	P
B.1.11	Reflect on personal work during the creative process to assess and better understand own art work	I	I	I	I	R	R	R	P	P	P
B.1.12	Come up with ideas and carry them through to completion of an original work of art	I	I	I	R	R	P	P	P	P	P
B.1.13	Create art as an expression of prayer	I	I	I	I	R	R	R	P	P	P

B.2 Apply knowledge of people, places, ideas and languages of art and design daily life.

		4K	5K	1	2	3	4	5	6	7	8
B.2.1	Know about the history, public, and unique architecture of the community			I	I	I	I	R	R	R	P
B.2.2	Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators and gallery owners				I	I	I	I	R	R	P
B.2.3	Describe how the environment influences the look and use of art, architecture and design		I	I	I	I	R	R	R	P	P
B.2.4	Explain and demonstrate basic concepts of art, such as “form follows function”, “destruction of the box”, “less is more”, balance symmetry, integrity, authenticity and originality	I	I	I	I	R	R	R	R	P	P
B.2.5	Use language appropriate for art such as construction, abstraction, representation, impressionism, reproduction, serigraphy and aesthetics			I	I	I	I	R	R	P	P
B.2.6	Use problem-solving strategies that promote fluency, flexibility, elaboration and originality	I	I	I	I	R	R	R	P	P	P

C. COMMUNICATING

I = Introduce

R = Review

P = Show Proficiency

Students will be able to...

Goal:
Read images and understand the meanings carried by objects created by designers, graphic artists, architects and other artists.

C.1 Produce quality images and objects that effectively communicate and express ideas and meaning using varied media, techniques and processes.

		4K	5K	1	2	3	4	5	6	7	8
C.1.1	Communicate ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers and ceramics	I	I	I	I	R	R	R	P	P	P
C.1.2	Communicate ideas by producing design art forms, such as graphic design, product design, architecture, landscape and media arts such as film, photography and multi-media			I	I	I	R	R	R	P	P
C.1.3	Communicate ideas by producing popular images and objects such as fold art, traditional arts and crafts, popular arts, mass media and consumer products	I	I	I	R	R	R	R	P	P	P
C.1.4	Communicate ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans and models		I	I	I	R	R	R	P	P	P
C.1.5	Use the visual arts to express ideas that cannot be expressed by words alone	I	I	I	R	R	R	P	P	P	P

C.2 Use computers, video and other technological tools to demonstrate an understanding of their role in communicating artistic ideas.

		4K	5K	1	2	3	4	5	6	7	8
C.2.1	Explain why art and art techniques, include mass media such as magazines, television, computers and film		I	I	I	I	R	R	R	P	P
C.2.2	Explain that advertisements, news and entertainment programs contain visual messages		I	I	I	I	R	R	R	P	P
C.2.3	Recognize stereotyping in visual media					I	I	R	P	P	P
C.2.4	Explain how production techniques affect viewer perceptions			I	I	I	R	R	R	P	P
C.2.5	Create media works with a range of techniques			I	I	I	R	R	R	P	P
C.2.6	Describe how media productions are made		I	I	I	R	R	R	P	P	P
C.2.7	Revise media productions based on personal reflection				I	I	I	R	R	R	P
C.2.8	Make informed judgments about mass media, such as magazines, television, computers and films		I	I	I	I	R	R	R	P	P
C.2.9	Develop a working knowledge of media production systems		I	I	I	I	R	R	R	P	P

D. THINKING

I = Introduce

R = Review

P = Show Proficiency

Students will be able to...

Goal:

Record experiences in a variety of visual forms that document their time and heritage and analyze these experiences.

D.1 Interpret visual experiences, such as art work, designed objects, architecture, movies, television and multimedia images, using a range of subject matter, symbols and ideas.

		4K	5K	1	2	3	4	5	6	7	8
D.1.1	Explain that art communicates ideas, especially about the gift of creation and our Catholic faith	I	I	I	R	R	P	P	P	P	P
D.1.2	Explain how art work has meaning	I	I	I	R	R	P	P	P	P	P
D.1.3	Create works of art that have meaning	I	I	I	R	R	P	P	P	P	P
D.1.4	Analyze the meanings of art work and designs	I	I	I	R	R	P	P	P	P	P

D.2 Develop perception, visual discrimination, and media literacy skills to become visually educated.

		4K	5K	1	2	3	4	5	6	7	8
D.2.1	Study the patterns and color in nature and look at things using different methods like through a microscope	I	I	I	I	R	R	P	P	P	P
D.2.2	Use drawing to examine objects closely		I	I	R	R	R	P	P	P	P
D.2.3	Describe how light, shadow, color, distance and angle of viewing affect sight		I	I	I	I	R	R	P	P	P
D.2.4	Show differences among colors, shapes, textures and other qualities of objects in art work	I	I	I	R	R	R	P	P	P	P
D.2.5	Draw, paint, and sculpt from life models	I	I	I	R	R	R	P	P	P	P
D.2.6	Create three-dimensional forms with paper, clay and other materials	I	I	I	R	R	R	P	P	P	P
D.2.7	Be able to read maps, charts and plans	I	I	I	R	R	R	P	P	P	P
D.2.8	Make and interpret photographs and videos		I	I	I	R	R	P	P	P	P

E. UNDERSTANDING

I = Introduce

R = Review

P = Show Proficiency

Students will be able to...

Goal:

Reflect on how the nature of art and design affects feelings about self, history, culture and religion and make informed aesthetic judgments.

E.1 Use senses and emotions through art and design to develop thoughts and improve social relationships.

		4K	5K	1	2	3	4	5	6	7	8
E.1.1	Use art to understand and show feelings	I	I	I	R	R	R	P	P	P	P
E.1.2	Explain that creating or looking at art can bring out different feelings	I	I	I	R	R	R	P	P	P	P
E.1.3	Work alone and with others to develop visual ideas and objects		I	I	I	R	R	P	P	P	P
E.1.4	Describe how own feelings affect how art is perceived	I	I	I	I	R	R	R	P	P	P
E.1.5	Explain how art reflects the time and place that it was created		I	I	I	I	R	R	P	P	P
E.1.6	Describe how creating or looking at art brings out feelings		I	I	I	R	R	R	P	P	P
E.1.7	Explain that Creation is God's work of art and a gift to us	I	I	R	R	R	P	P	P	P	P
E.1.8	Use art as an expression of personal prayer	I	I	I	I	I	R	R	R	P	P

E.2 Reflect upon the nature of art and design and meaning in art and culture.

		4K	5K	1	2	3	4	5	6	7	8
E.2.1	Explore the purpose and functions of art	I	I	I	I	R	R	R	P	P	P
E.2.2	Demonstrate that the choice of materials and techniques influence the expressive quality of art		I	I	I	I	R	R	R	P	P
E.2.3	Describe ways different cultures and faith traditions think about art	I	I	I	I	R	R	R	P	P	P
E.2.4	Describe ways philosophers and Catholic leaders think about art			I	I	I	R	R	R	R	P
E.2.5	Explore ideas about the purpose and meaning of art, especially in our Catholic faith.	I	I	I	I	R	R	R	P	P	P
E.2.6	Describe the value of art as a basic part of being human and a gift fro God		I	I	I	I	R	R	P	P	P
E.2.7	Explain and apply the role of art criticism and aesthetic knowledge in art and design				I	I	I	R	R	R	P
E.2.8	Explain ways that different cultures have different concepts of beauty		I	I	I	I	R	R	R	P	P
E.2.9	Describe the differences among original art works, reproductions and copies		I	I	I	R	R	R	P	P	P
E.2.10	Reflect and discuss art work	I	I	I	I	R	R	P	P	P	P

F. CREATING

I = Introduce

R = Review

P = Show Proficiency

Students will be able to...

Goal:
Make connections with other areas of study and daily life to fuel imagination and creativity.

F.1 Make connections among the arts, other disciplines, other cultures and the world of work.

		4K	5K	1	2	3	4	5	6	7	8
F.1.1	*Connect knowledge and skill in art to other areas, such as the humanities, sciences, social studies, technology and faith	I	I	I	R	R	R	P	P	P	P
F.1.2	Invent new ways to communicate ideas and solutions to problems in art		I	I	I	R	R	R	P	P	P
F.1.3	Use prior knowledge of life, nature, physical world, faith and people to create art	I	I	I	R	R	R	P	P	P	P
F.1.4	Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology and spaces to help understand and communicate about the visual world.	I	I	I	R	R	R	P	P	P	P
F.1.5	Explain that art includes activities such as museum curation, historic preservation, collecting, and writing about art and design			I	I	I	R	R	R	R	P
F.1.6	Compare and contrast world cultures by studying the arts: music, visual arts, dance, theater, literature and architecture	I	I	I	I	R	R	R	P	P	P

F.2 Use imagination and creativity to develop multiple solutions to problems, expand knowledge and create ideas for original works of art and design.

		4K	5K	1	2	3	4	5	6	7	8
F.2.1	Use knowledge, intuition and personal experiences to develop ideas for artwork	I	I	I	I	R	R	P	P	P	P
F.2.2	Develop a base of knowledge and skills from which to create new ideas	I	I	I	I	R	R	P	P	P	P
F.2.3	Demonstrate how traits such as independent thinking, courage, integrity, insight, dedication and patience, play in creating quality art and design			I	I	I	R	R	R	P	P
F.2.4	Explain that art is created by different people of various cultures, expresses different ideas and concepts, and changes over time		I	I	I	R	R	R	P	P	P
F.2.5	Explain that art work created by different people of different cultures can change our time and culture			I	I	I	R	R	R	P	P
F.2.6	Explore nature and designs by artists as sources for new ideas for personal art work	I	I	I	I	R	R	P	P	P	P
F.2.7	Study ways and describe how artists develop personal style that reflect who they are		I	I	I	I	R	R	R	P	P
F.2.8	Exhibit imagination by interpreting situations from more than one point of view			I	I	I	I	R	R	P	P

***Suggested ways to integrate art into other subject areas:**
 Literature – illustrate stories, create new cover for books, story quilts, virtual book reports
 Social Studies – weaving, paper quilts, cross stitch, embroidery, Egyptian art (hieroglyphics), Greek art (types of pillars)
 Science – nature drawings, drawing animals before and during dissections
 Math – fraction flowers, tessellations
 Religion – study mosaics, stained glass, use formal balance to design a symbol of Christ, create church banners, illustrate Bible verses and stories

Additional Catholic Resources

Art Masterpieces: A Liturgical Collection

https://www.chcweb.com/catalog/ByGradeLevel/Kindergarten/ArtMasterpiecesALiturgicalCollection/product_info.html

Art Appreciation Set: Junior High

<http://www.setonbooks.com/viewone.php?ToView=P-ARST-22>

Monthly Craft Projects from Loyola Press: Elementary School

<http://www.loyolapress.com/a-monthly-craft-idea-to-help-children-grow-in-faith.htm>

Catholic Coloring Books and teaching aids

<http://catholicartworks.com/store.htm>

Catholic-Artist Directory blog

<http://www.catholic-artists.org/>

List of Roman Catholic Church Artists

https://en.wikipedia.org/wiki/List_of_Roman_Catholic_Church_artists

The Foundation for Sacred Arts

<http://thesacredarts.org/newsite/>

Catholic Art Gallery

<https://www.pinterest.com/catholiccompany/catholic-art-gallery/>

Lighthouse Catholic Media

<https://www.lighthousecatholicmedia.org/>

Catholic TV

<http://www.catholictv.com/>

EWTN

<http://www.ewtn.com/index.asp>

Catholic Magazines

<http://www.officialcatholicdirectory.com/mtree/online-communities/twitter.html>