

CREATING

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
<p>The student: Engage and experiments in exploration and imaginative play with materials individually and collaboratively.</p>	<p>The student: (a) Create a model magic coil cross. b) Apply paint with a sponge to depict God’s landscape on paper.</p>	<p>The student: (a) Create textured clay cross. (b) Paint with brush to depict a perspective landscape.</p>	<p>The student: (a) Create a pinch pot angel from clay or model magic. (b) Paint landscape including highlights and shadows (value scale).</p>	<p>The student: (a)Applies methods to overcome creative blocks, such as sketching designs, to later create a clay personality box showing what their Catholic Faith means to them. (b)Students choose their most inspiring bible verse and create a painting that depicts the verse.</p>	<p>Michelangelo Winslow Homer Vincent Van Gogh</p>

CREATING

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
<p>Demonstrate an understanding of the safe use of materials, tools, and equipment to prevent danger.</p>	<p>(a) Use scissors and paper to cut out their traced hand on construction paper to use as angel wings. (b) Independently and accurately applies glue when creating a collage of things we are thankful for. (c) Correctly follows directions to organize supplies for an art project. (d) Correctly follows procedures for clean up. (e) Keeps self and work in assigned personal workspace and demonstrates the virtues of Christ.</p>	<p>(a) Use scissors to cut out manger scene silhouette on black paper with watercolor salt background. (b) Cut out or draw foods for self portraits accepting differences in a humorous way. (c) Correctly follows directions to organize supplies for an art project. (d) Correctly follows procedures for clean up. (e) Keeps self and work in assigned personal workspace and demonstrates the virtues of Christ.</p>	<p>(a) Create rose window radial symmetry design by cutting paper and glue. (b) Create a human figure from wire and tape or papier-mâché sculpture in likeness of humans made by God accepting differences. (c) Correctly follows directions to organize supplies for an art project. (d) Correctly follows procedures for clean up. (e) Keeps self and work in assigned personal workspace and demonstrates the virtues of Christ.</p>	<p>(a) Demonstrate awareness of Catholic morality to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. Example: Copy Right, Images of Moral standards. (b) Create a comic book hero into a comic strip that teaches younger students the virtues, Beatitudes or Ten Commandments of the Catholic Faith. (c) Always follow art room rules and procedures.</p>	<p>Marc Chagall Religious Nativity Scenes Notre Dame Rose Window Matisse Cut Paper Giuseppe Arcimboldo Giacometti Eric Carle George Rodriguez Georgia O’Keefe</p>

CREATING

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
<p>Identify, describe, design and redesign while visually documenting detailed artwork with the uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>	<p>(a) Depicts the subject of love using oil pastels and chalk pastels inspired by the work of Jim Dine. (b) Use warm and cool colors to create a Rosary with the correct number of beads. (c) Create a cross stained glass window with tempera paint using primary colors, or complementary colors. Inside cross could be solid or a complementary set of colors. Background is opposite.</p>	<p>(a) Create a sun/moon relief sculpture out of clay, depicting the 4th day of Creation in Genesis Ch.1. (b)Creates an African mask that shows symmetrical balance. Refer to the use of the masks in religious ceremonies. (c) Create an advent wreath Notan using contrast and balance through colors.</p>	<p>(a)Form a packing tape sculpture depicting a religious event. (b)Design and redesign a clay rosary box, incorporating important religious symbols in their life. (c)Inspired by the images of the Sistine Chapel, design a new panel inspired by their favorite religious event.</p>	<p>Select, organize, and design images and words to make visually clear and compelling presentations. For example: Create posters for Catholic School’s Week and other faith driven activities. (b) Design a papier-mâché cross incorporating Easter Symbols. (c) Inspired by the image of Our Lady of Guadalupe, the students will design an image for printmaking.</p>	<p>Catholic Art Jim Dine Mark Jenkins African Mask/ Picasso Albrecht Durer Sistine Chapel Our Lady of Guadalupe</p>

CREATING

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
<p>Using vocabulary terms explain the process of making art while creating.</p>	<p>Participates in a teacher guided art walk. Then, uses a developed list of vocabulary terms to explain the differences apparent in various arts, such as Primary Colors, Lines, and Shapes.</p>	<p>Participates in a teacher guided art walk. Then, uses a developed list of vocabulary terms to explain the differences apparent in various art, such as Secondary Colors, Warm/Cool Colors, Complementary Colors, Geometric vs Organic Shapes</p>	<p>Participates in a teacher guided art walk. Then, uses a developed list of vocabulary terms to explain the differences apparent in various art, such as perspective, value scale, tints, tones, shades, greenware, bisque, and glazed ware.</p>	<p>Participate in a student guided art walk throughout the church. Then, uses a developed list of vocabulary terms to explain the differences in mediums of art such as painting, sculpture, etc.</p>	<p>Piet Mondrian Henri Matisse Native American Pottery The Parish Church</p>

Visual Art Curriculum

Base Indicators	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
Revise artwork in progress on the basis of insights gained through discussion and personal reflection.	Presenting in front of the class a collection of their work.	Using correct art vocabulary, describes personal art work to classmates commenting on media application.	Use a critique worksheet where they critique their own work and two classmates. 2 positives, 1 negative comment while using more explanatory words and accepting differences.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	

RESPONDING

Base Indicator	Level 1 Activity	Level 2 Activity	Level 3 Activity	Level 4 Activity	Suggested Artist
<p>Select and describe works of art that illustrate daily life experiences of one’s self and others in their culture.</p>	<p>Can identify the mood and emotion in a religious work of art through class discussion.</p>	<p>Discuss the story of a painting and then have the students make a prediction as to what would happen next.</p>	<p>Student compares their artwork to a famous artist in a Venn diagram.</p>	<p>Participates in a critique circle (student led discussion of their artwork) describing what is being viewed in the different works of art.</p>	<p>Various Religious Artists Leonardo Da Vinci Last Supper Henry Moore</p>

RESPONDING

Describe and compare what an image or symbol represents.	Go to the church and describe the different images in stained glass windows, sculptures, paintings. Use church as your resource.	Describe the meanings and beatitudes depicted in Diego Rivera's painting "Mother's Helper"	Look at different images portraying the mysteries of the rosary. Compare and contrast symbols you have found.	Use VTS "visual thinking strategies" to discuss various artist interpretation of Leonardo Da Vinci's "The Last Supper"	Church Diego Rivera Da Vinci, Salvador Dali
---	--	--	---	--	--

RESPONDING

<p>Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>	<p>(a)The class can identify the various types of lines, shapes, unity and rhythm in a work of art. (b)Describes the meanings evoked through the shapes, lines, and colors used in church life, such as the Stations of the Cross. (c) Identifies lines in a painting, such as Vincent Van Gogh’s Starry Night and describes the feelings those lines convey. Why did he put a church into the painting?</p>	<p>(a)A cooperative group can identify various types of elements and principles in an artwork. (b)Identify meanings of iconic Catholic symbols. Ex. Rainbow, dove, lamb, shepherd, trinity, alpha omega, etc (c) Identifies lines and colors that create the feeling of rhythm such as Kandinsky’s Farbstudie Quartet. While at church, what does the music make you feel?</p>	<p>(a)Pairs of students can identify various elements and principles in religious art. (b)Can match a written description of a saint with an image of the saint.</p>	<p>(a)Individuals can identify various elements and principles in religious art. (b) Identifies humanity and feelings portrayed in Norman Rockwell’s painting “Spirit of Kansas”</p>	<p>Paul Klee Matisse “Girl with the Green Robe” Romare Bearden Hundertwasser Louise Nevelson “Sky Cathedral” Various Religious artists and Church</p>
--	--	--	---	---	---

RESPONDING

<p>Explain reasons for selecting a preferred artwork.</p>	<p>(a) Display two different pieces of surrealist art (or others) and have students choose their preferred type of artwork. Verbally discuss. (b) Uses a T-chart to compare and contrast the lines and patterns that are similar and different in various works of art.</p>	<p>(a) At the end of the year, teacher reviews art projects done throughout the year. Students select and explain their top three from the school year. A bar graph will be created from what was discussed. (b) Venn diagram comparing key elements and principles between Henry Moore's "Mother and Child" and Michelangelo "Pieta".</p>	<p>(a) Teacher displays variety of modern art posters. Each student is given a card with a ? or !. Question mark represents "WHAT?" and exclamation point represents "LOVE IT!". Each student places their card in front of their choices and class verbally discusses reasoning behind choices.</p>	<p>(a) "Teach the Class/Art Historian" The students will work cooperatively to write a paragraph comparing key elements and principles in religious and secular architecture. They will present it to the class as Art Historians. Ex. Antoni Gaudi vs Frank Lloyd Wright.</p>	<p>Salvador Dali Rene Magritte Various Modern Artists: Rothko, Pollock, etc. Aborigines art vs Egyptian art Henry Moore vs Michelangelo Antoni Gaudi vs Frank Lloyd Wright</p>
--	--	---	--	--	---

CONNECTING

<p>Create works of art about events in home, school, church or community life.</p>	<p>(a)Discuss the symbols in religious art that represent love and have students create their own religious symbol. (b)Make a stained glass window using tissue paper incorporating their religious symbol.</p>	<p>(a) Design a crest using a symbol or design that illustrates a virtue. (b)Discuss and create a slab Holy Water container to their first communion.</p>	<p>(a)Discuss the significance of symbols in church and prayer life. (b)Collaborative class painting of a religious event. Value scale study.</p>	<p>(a) Discuss Genesis Ch.1 and the symbols related to creation. (b) Have students sketch ideas to paint on canvas of their assigned day. Individual or collaboration.</p>	<p>Catholic Art Medieval Crest Bible Internet</p>
---	---	---	---	--	---

CONNECTING

<p>Compare and contrast cultural uses of artwork from different times and places.</p>	<p>(a) Create a class list comparing images of Mary in Byzantine art vs. Baroque. (b) Discuss as a class what their thoughts and opinions are about realistic vs. abstract religious art. (c) The students will list the key elements and principles through the story telling of Grandma Moses emphasizing on her thanksgiving painting.</p>	<p>(a) Collaboratively compare in a Venn diagram, Dali to Da Vinci's Last Supper. (b) Present their Venn diagrams to the class showing how arts have changed over the years and continue to change. (c) Create a T chart comparing the elements and principles of Marc Chagall "1912 Calvary" to a realistic Calvary painting.</p>	<p>(a) Individually write a paragraph describing the difference between two nativity scenes. (realistic vs. modern) (b) Present their paragraphs to the class explaining how arts have changed over the years and continue to change.</p>	<p>(a) While examining various works of art, brainstorm for three or more different ways artists have used key elements in works of art to create patterns and convey ideas. Examples could be how artists Sol LeWitt, Henry Matisse, and Victor Vasarely use line and shape to create a pattern that conveys a different meaning or idea in each.</p>	<p>Byzantine & Baroque examples Dali & Da Vinci's "Last Supper" Kate Cosgrove's Nativity Scene vs Italian Renaissance Grandma Moses Marc Chagall "1912 Calvary"</p>
--	---	--	--	--	--