

Kindergarten

The kindergarten art program introduces young students to the art in the world around them and fosters self-confidence in their own abilities. They develop observation skills, explore their own imaginations, develop eye and hand coordination through the manipulation of materials and tools, discover the art and artists of other times and places, and go beyond “I like it” to explain what they enjoy about a particular work of art.

They are given opportunities to explore aesthetically the beauty of God’s world through visual observation combined with using their senses of smell, touch, and taste. Basic art room skills, such as cutting, gluing, use of paint, care of materials, and use of combinations of materials are taught. Students are provided with a large variety of hands-on visual experiences to encourage their own creativity and to appreciate the creativity of others. Collaboration with classroom teachers gives opportunities for artistic enrichment of social studies, literature, and Bible stories. Group discussions centered on famous works of art allow students to connect their own life experiences with those represented in the artwork.

SELECTED TEXTS

A variety of children’s picture books that relate to current topics and provide a variety of techniques in the illustrations:

Browne, Anthon. *Willy’s Pictures*

Masiells, Ralph. *The Icky Bug*

Oxenbury, Helen. *We’re Going on a Bear Hunt*

First Grade

The first grade art program emphasizes fostering students’ confidence in their individual abilities. They develop observation skills appropriate to their age, explore and expand their own imagination, and develop dexterity with the manipulation of materials and tools. A wide variety of media is introduced, including, but not limited to watercolors, printmaking, sewing, and 3D sculpture. Special attention is given to line, shape, and color in the artwork of others as well as in their own.

Students explore the art and artists of other times and places (e.g., Renoir, Monet, and Leonardo Da Vinci). Students also develop an ability to recognize and to describe works of art in simple terms that relate to their own lives and that of the community. Opportunities for sensory awareness and the observation of beauty are provided in many forms. For example, students take part in outdoor experiences, observing and recording the details found in nature, exploring objects using a magnifying glass, and looking closely at artwork in the classroom.

SELECTED TEXTS

A variety of children’s picture books that relate to topics being studied or provide exposure to a variety of illustration techniques:

Anderson, Joel. *Jonah’s Trash: God’s Treasure*. Thomas Nelson

Carle, Eric. *The Grouchy Ladybug*. Scott Foresman.

Chan, Ju Hong. *The Jade Stone*.

Second Grade

The second grade art program builds on the level of competency in manual dexterity that was achieved in grade one. This allows for the introduction of a wider variety of combinations of materials and techniques (e.g., oil pastels with tempera paint, 3D construction colored with paint, weaving, wax and dyes). The students grow more sophisticated in depicting movement and action, relationships, and emotions in their work. Class discussion about art becomes more globally based, and the use of art vocabulary becomes more fluent.

Second grade students develop a sense of history and empathy for other cultures. Through collaboration with second grade teachers, students complete colonial arts and crafts projects, focus on portraiture, still-life, and landscape paintings.

SELECTED TEXTS

A variety of children's picture books that relate to current topics and that provide a variety of techniques in the illustrations.

Crummel, Susan Stevens. *Cook-a-Doodle Doo*. Harcourt.

Ehlert, Lois. *Waiting for Wings*. Harcourt.

Third Grade

Third grade students have a broad knowledge of media and their uses. This allows them to choose frequently the media they would prefer to use for individual assignments (e.g., drawing, painting, three dimensional, fiber arts). The elements of design (color, texture, value and shape) as well as principles of design (form, variety, and emphasis) are incorporated into their art lessons and vocabulary.

Third grade students are introduced to the four main types of Western art: portraiture, still life, landscape, and genre paintings, and they study artists who have illustrated Bible stories in these categories. They are also introduced to artwork from other cultures, e.g., Michelangelo, Monet, and Gauguin.

At the third grade level, art criticism is pursued as a class and also in pairs and small groups. Creative expression of students' imaginative ideas is encouraged, and ample time is provided for students to develop their ideas at their own pace.

SELECTED TEXTS

Dobbs, Stephen Mark. *The D.B.A.E. Handbook*. The Getty Center for Education in the Arts.

A variety of picture books that relate to the topics being studied, including:

Drummond, Alan. *The Willow Pattern Story*. North South Books.

Elledge, Scott. Ed. *Wider Than the Sky*. Harper Collins Publisher.

Fourth Grade

At the fourth grade level students create more complex works of art and give greater attention to their expressive intentions. They use design concepts for specific purposes, and a variety of media inventively and efficiently to create both two and three-dimensional art. Students contrast and compare the functions, cultural origin, age, and style of works of art. They develop increased visual awareness that allows them to identify subtle visual qualities in the natural and constructed environment.

Students learn about the history of Egyptian art and have the opportunity to create their own Egyptian art based on that knowledge. Students are guided to contrast and compare Egyptian artwork with that of later Christian art, and special attention is given to the form and function of both types.

TEXT

A variety of picture books that relate to the topics being studied

Fifth Grade

At the fifth grade level students make a strong connection between past art experiences and the world around them. Through a variety of art projects students fine tune their manual skills, and the elements and principles of design are often included in instruction (e.g., color, texture, shape, rhythm, movement). Students at this age begin to move from concrete to a more abstract thinking mode. The study of ancient art (leading to their study of Greek art) provides opportunity for observation and discussion of the meaning and value of art as well as providing instruction in the basic foundations of Greek art.

The study of Greek art, which forms the foundation of Western art, provides a valuable tool for art production, criticism, and aesthetics. The works of Raphael and Botticelli are illustrative of the development of Renaissance art and its basis in Greek art. These earlier artists also provide a contrast for the study of more contemporary artists such as Picasso (monumental period) and Chagall.

TEXTS

A variety of picture books and poems that relate to the topics being studied.

Dobbs, Stephen Mark. *The D.B.A.E. Handbook*. The Getty Center for Education in the Arts.

Janson, Charles R. *Studying Art History*. Prentice Hall, College Div.

Sixth Grade

In sixth grade students are encouraged to become self-sufficient learners. Emphasis is placed upon personal exploration of materials, techniques, ideas, and art interests. Art media include, but are not limited to, the use of acrylic and watercolor paint, pen and ink, drawing with shading and paper-making. Students study art of the Medieval period to correspond with the sixth grade history curriculum. Gothic architecture, stained glass, textiles, illuminated manuscripts, and

paintings from the period allow students to understand more effectively the depth and intensity of Christianity during the period. Students begin to address some of the deeper questions about art. Questions include whether or not a Primitive piece of art is as valuable as a famous Renaissance piece of art. These discussions allow students to bring together their knowledge of aesthetics, criticism, and art production.

TEXTS

Cazelles, Raymond, and Johannes Rathofer. *The Limbourg Brothers: Illuminations of Heaven and Earth. The Glories of the Tres Riches Heures Du Duc Deberry*. Harry N. Abrams.
The Book of Kells: An Illustrated Introduction to the Manuscript in Trinity College Dublin. Trinity College Press.

Seventh Grade

Seventh grade students continue to develop skills, to explore art concepts, and to seek mastery of certain art techniques. In addition, students explore how the historical background of art affects the art of our time. The emphasis at this grade level is on the art of South and North America from pre-Columbian to the 1700's, and includes art from a selection of First Nation cultures. Some of these early cultures include the Inca, Mayan, and Aztec peoples of South America, and the Hopi, Woodland, and Inuit peoples of North America. The study of native art provides a basis for examining the development of Christian art in the Americas as introduced by Columbus and other settlers in the north.

TEXTS

Bishop, Robert, and Jacqueline M Atkins. *Folk Art in American Life*. Viking Studio Books
Museum of American Folk Art New York.
D'Alleva, Anne. *Native American Arts and Cultures*. Worcester, MA: Davis Publications, Inc.
Enciso, Jorge. *Design Motifs of Ancient Mexico*. New York: Dover Publications, Inc.
Lipman, Jean. *American Primitive Painting*. New York: Dover Publications Inc.
Sayer, Chloe. *Arts and Crafts of Mexico*. San Francisco: Chronicle Books.
Wisniewski, David. *Rain Player*. New York: Clarion Books.
Zug, Charles G. III. *Turners and Burners*. Chapel Hill and London: University of North Carolina Press. Chapel Hill and London.

Eighth Grade

At the eighth grade level students become more introspective, and art becomes a more personal form of expression for them. In recognition of this change the art curriculum focuses on the individual. Students examine how art of different eras affects them personally and how their own art production can express their feelings and views. During the first semester students study an overview of Christian art through the ages. The second semester students look at American art from the late 1700's through the modern art movements of the 20th Century.

TEXTS

Arnason, H.H. *History of Modern Art*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., and New York: Harry N. Abrams, Inc.

Hartt, Frederick. *History of Italian Renaissance Art*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., and New York: Harry N. Abrams, Inc.

Hunter, Sam, and John Jacobus. *American Art of the 20th Century*. Prentice-Hall Inc, Englewood Cliffs, New Jersey and Harry N. Abrams, Inc New York.

Janson, Charles R. *Studying Art History*. Prentice Hall, College Div.