



Our Savior Christian Academy

Curriculum Framework for: **Art K-4**

Our Savior Christian Academy's "Curriculum Framework for Art" is designed as a tool that will follow the same format for all grades K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Art" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ PHILOSOPHY ✠

God created us in His image, and as His image-bearers we have been endowed with creativity. It is our goal to awaken and nurture that God-given ability. As artists we glorify God, share His truth, and lead others to an appreciation of His creative masterpieces.

Our Savior Christian Academy

Broad Goals

From a Christ-Centered Perspective, Teachers will:

- Incorporating Jesus Christ in all core areas of Art.
- Showing students strategies on how to be knowledgeable and proficient thinkers who will make positive contributions to society.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world around them.
- Cultivating in the students a sense of beauty along with teaching them to see the harmony of the world that God created.
- Developing the sense of a composition, proportion and interaction of color and light, spot and line, accent and pause, rhythm and plastics.
- Enriching and widening the talent of each student, along with helping budding artists seek creativity and ignite their artistic expression through a connection with **God**.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant Art experiences through multi-sensory activities.
- Applying Art to other core areas of learning
- Adapting other subjects to add valuable perspectives to the Art curriculum.
- Differentiating instruction to meet all learning needs and abilities.
- Obtaining adequate materials and supplies at the school and through the Art teacher to incorporate nature and the world.
- Continuous assessment for analysis and planning in Art.
 - Focuses on the identification of the children's existing knowledge and strategies.
 - Updating curriculum to meet changing state standards along with student needs.
 - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

STRAND I: Product/Performance

1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems - integrating faith by making the invisible Word, visible – understanding that God is creator of all. Genesis 1

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
A.	Produce a line using crayon, pencil, or marker Curriculum	Fill an area with solid color/value using crayon, pencil, or marker Curriculum	Change pressure to create two values using crayon or pencil Curriculum	Layer two or more colors using crayon, colored pencil, or oil pastel Curriculum	Create light, medium, and dark values using pencil Curriculum
Drawing	<ul style="list-style-type: none"> Demonstrate lines using crayon, marker, or pencil. Find examples of different lines in the classroom. Line worksheet. . On one section of the worksheet, have students cut out strips of paper and glue them on worksheet in correct line directions while creating an alternating pattern 	<ul style="list-style-type: none"> Create pictures using shapes. Fill in shapes with solid colors using crayon, pencil, and markers. 	<ul style="list-style-type: none"> Create a fading rainbow by changing pressure to create different values 	<ul style="list-style-type: none"> Trace various sized lids, overlapping many of the circles. Layer the overlaps with two or more colors using crayons. 	<ul style="list-style-type: none"> Trace various sized lids, overlapping many of the circles. Color using a pencil: <ul style="list-style-type: none"> Circles light Overlaps medium Multiple overlaps dark.
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1
B.	Grade 1	Grade 2	Grade 3	Grade 4	
Painting	Apply paint with a dragging, not pushing motion Curriculum <ul style="list-style-type: none"> Demonstrate proper use of paint brush when creating individual artwork Abstract painting as a group using line techniques through painting. 	Paint lines with control of the brush Clean paint brush before changing colors Mix two colors to create a third color Curriculum <ul style="list-style-type: none"> Demonstrate proper use of paint brush when creating individual artwork Abstract painting as a group using line techniques through painting. 	Apply paint in even strokes to create a watercolor/thinned tempera wash. Paint lines and fill in shapes with even color using tempera Curriculum <ul style="list-style-type: none"> Paint on wet paper. Immerse the paper/drawing in a water bath and drain, and then wash color over paper. Use white crayon to draw. Then, when the watercolor wash is applied, the drawing appears almost like magic. Trace shapes and fill in using tempera 	Apply watercolor paint to wet areas to blend color (wet-on-wet technique) Using tempera paints, add color to white to create a tint Using tempera paints, add black to a color create a shade Curriculum <ul style="list-style-type: none"> Paint on wet paper. Immerse the paper/drawing in a water bath and drain, and then wash color over paper. Use white crayon to draw. Then, when the watercolor wash is applied, the drawing appears almost like magic. Using tempera paints, add white and black 	
National Standards	VA 1	VA 1	VA 1	VA 1	
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Other Media	Demonstrate a simple printmaking technique (e.g., stamping, thumb or hand prints, objects) Curriculum <ul style="list-style-type: none"> Demonstrate printmaking by overlapping paints using various tools (stamps, sponges, hands, etc.) 	Demonstrate a monoprint process Curriculum <ul style="list-style-type: none"> Paint leaves then press between two pieces of paper. 	Create a paper weaving using plain weave (over one, under one, alternating rows) Curriculum <ul style="list-style-type: none"> Use two pieces of colored construction paper to produce a woven paper mat. 	Demonstrate an additive process (e.g., string, cardboard, glue, found objects) Curriculum <ul style="list-style-type: none"> Create a sculpture from clay, paper mache, or cardboard using the additive process. 	Create a fiber weaving using a simple loom (e.g., cardboard, straws, paper plate) Curriculum <ul style="list-style-type: none"> Supplies: sturdy cardboard box (using ruler mark off “sett” for the loom at top edges of box) , a sturdy cotton or linen yarn for the warp Wrap the warp thread around loom, placing thread in each slit at the top of the box edge. Tighten any loose threads to an even tension. Then secure the other end of the warp with another piece of tape
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1

STRAND I: Product/Performance

2. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
A.	Uses scissors with control	Use glue with control	Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)	Manipulate paper to create forms (in-the- round)	Build or layer materials to create a relief
Sculpture, Ceramics, Other Media	<p>Modeling with clay or a similar material: Create a sphere</p> <p align="center">Curriculum</p> <ul style="list-style-type: none"> Demonstrate proper use of scissors when creating individual artwork Each student will then receive red play dough, blue play dough and yellow play dough. Students will work play dough into sphere before mixing together to make secondary colors 	<p>Fold paper and identify folded edge</p> <p>Modeling with clay or a similar material: Pinch, pull, and roll material</p> <p align="center">Curriculum</p> <ul style="list-style-type: none"> Demonstrate proper use of glue with control when creating individual artwork Create clay figures by pinching, pulling, and rolling material 	<p>Modeling with clay or a similar material: Roll coils: flatten material into a slab</p> <p align="center">Curriculum</p> <ul style="list-style-type: none"> Layer by layer, piece by piece, create a three-dimensional paper collage assembled with repetitive shapes and elements, illustrating the principles of rhythm, balance and movement. Create clay figures by pinching, pulling, and rolling material 	<p>Cut a symmetrical shape from a folded piece of paper</p> <p>Modeling with clay or a similar material: Create applied and impressed textures</p> <p align="center">Curriculum</p> <p>Students will create various positive and negative shapes by cutting shapes from folded pieces of paper. Students will uses pieces of previously created abstract art paintings to create these shapes. Students will create geometric “named” shapes and “unnamed” shape (free-form) . Shapes may be used later in additional works of art.</p> <ul style="list-style-type: none"> Create clay figures by pinching, pulling, and rolling material 	<p>Apply a variety of paper folding techniques</p> <p>Modeling with clay or a similar material; Make organic forms</p> <p align="center">Curriculum</p> <ul style="list-style-type: none"> Layer by layer, piece by piece, create a three-dimensional paper collage assembled with repetitive shapes and elements, illustrating the principles of rhythm, balance and movement. Create clay organic forms by pinching, pulling, and rolling material
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA1	FA 1	FA 1	FA 1	FA 1

STRAND I: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes – integrating faith through understanding that God would not reject creativity because it is a reflection of God Himself. Creations belong to the creator. Genesis 1:10

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4
A.		Portrait: Create an original picture of self or other person	Portrait: Create an original artwork showing family members	Still Life: Create an original still life from observation	Figure: Create an original artwork of a figure in an action pose	Portrait: Create facial features in correct proportion
	Subject Matter: Fine Art	Landscape: Create a picture showing outside Non-Objective: Create a design using lines Curriculum <ul style="list-style-type: none"> Teach students about observational drawing by using a mirror, and not just drawing what they "think" they see. Explore local landscapes, taking along art materials to capture nature from a variety of perspectives. <ul style="list-style-type: none"> Use of watercolors for sky and water, acrylic or tempera paints for middle and foreground, and watercolor pencils for details. Create designs using lines throughout artwork. 	Still Life: Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox) Curriculum <ul style="list-style-type: none"> Use different art tools to create a family picture book. Each student will receive a white sheet of paper, black and white paint, a mixing plate and two paintbrushes. Students will study a vase with branches in it and create an original picture of what they see, being careful to NOT concentrate on exactness, but rather their perception. 	Landscape: Create an original landscape Curriculum <ul style="list-style-type: none"> Teach students about observational drawing by using a mirror. Explore local landscapes, taking along art materials to capture nature from a variety of perspectives. <ul style="list-style-type: none"> Use of watercolors for sky and water, acrylic or tempera paints for middle and foreground, and watercolor pencils for details. 	Landscape: Create an original cityscape Non-Objective: Create an original artwork using line, shape and color Curriculum <ul style="list-style-type: none"> Teach students about observational drawing by using Barbies in different action poses Explore local city landscape, taking along art materials to capture nature from a variety of perspectives. <ul style="list-style-type: none"> Use of watercolors for sky and water, acrylic or tempera paints for middle and foreground, and watercolor pencils for details. 	Exaggerate, distort, or simplify features to create an abstract portrait Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life Landscape: Create an original seascape Curriculum <ul style="list-style-type: none"> Teach students about observational drawing by using a mirror to draw face Using a striking combination of shapes, add abstract painting to self portrait Each student will receive a white sheet of paper, black and white paint, a mixing plate and two paintbrushes. Students will study a vase with branches in it and create an original picture. Exaggerate and distort branches to create abstract artwork.
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
B.		Grade K	Grade 1	Grade 2	Grade 3	Grade 4
	Subject Matter: Functional Art		Design wearable art (e.g., masks, jewelry, paper hats, decorating tee shirts, costumes, face painting) Curriculum <ul style="list-style-type: none"> Paper mache animal masks 	Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material) Curriculum <ul style="list-style-type: none"> Design a city. Each student design a different building in the city. 	Create a container (e.g., paper box, clay pot, fiber basket) Curriculum <ul style="list-style-type: none"> Create a clay pot for Christmas present. 	Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card) Curriculum <ul style="list-style-type: none"> Using paper, markers, pencils, scissors, glue, have students create a ME logo. Students will brainstorm what they want to say about themselves. With their ideas in place, they will create a logo that "advertises" who they are.
National Standards		VA 1	VA 1	VA 1		VA 1
Show-Me Standards		FA 1	FA 1	FA 1		FA 1

STRAND I: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
C.	Create original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • People (e.g., self, family, friends) • Indoors (e.g., classroom, kitchen, bedroom) • Outdoors (e.g., seasons, nature) 	Create original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • People (e.g., self, family, friends) • Animals (e.g., pets, farm, zoo, wild) • Things (e.g., toys, tools, food) 	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • Nature • Places (e.g., school, home, stores, neighborhood, countryside) 	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • Community • Group identity (e.g., family, classroom, groups, scouts, sports teams) 	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • Missouri • The Environment • Time (e.g., past, present, future)
Theme	<ul style="list-style-type: none"> • Create an “All About Me” book. Paint pictures of the student’s family, bedroom, and their house in the different seasons. 	<ul style="list-style-type: none"> • Create an “All About Me” book. Paint pictures of the student’s family, animals, and their favorite things. 	<ul style="list-style-type: none"> • Create a four seasons poster of a tree, using different art tools to portray the different seasons. • Design a city. Each student design a different building in the city. 	<ul style="list-style-type: none"> • Create a city. Each student designs a different building in the city. • Take classroom portrait and have studies transfer picture to white sheet using pencils and watercolors. 	<ul style="list-style-type: none"> • Bird’s eye view of Missouri • Create “Save the Environment” posters • Create an “About Me” book using baby picture, mirror, and mom/dad to show past, present, and possible future
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1

Integrating faith: The Temple also had artwork that served no practical or functional purpose but was just for beauty's sake. It was covered with precious stones to make it beautiful. There was bas-relief and art in the round everywhere. I Kings 6:29 tells us “. . . he carved the walls of the temple all around, both the inner and outer sanctuaries, with carved figures of cherubim, palm trees, and open flowers.” This is important because sculpture of the so-called sacred and secular world is seen next to each other. God makes no distinction between the two—all creation, seen and unseen, is for His glory. God wanted His Temple to be beautiful because that was where His glory rested.

As beautiful as these buildings were, their beauty did not last. The sin and disobedience of Israel caused God to keep His promise of bringing judgment to His people. The Temple was destroyed. When Israel returned from exile and rebuilt the Temple it was not nearly so beautiful. The old men who remembered the first Temple wept at the sight of the new one because they knew what was missing.

STRAND II: Elements and Principles (EP)

1. Select and use elements of art for their effect in communicating ideas through artwork – integrating faith in understanding that we can use art to spread God’s Word. Joshua 4.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
A.	Identify and use lines Curriculum	Identify and use straight, curved, thick, and thin lines Curriculum	Identify and use zigzag, dotted, and wavy lines Curriculum	Identify and use horizontal, vertical, and diagonal lines Curriculum	Identify and use outlines Curriculum
Line	<ul style="list-style-type: none"> Group project. Divide the class in two groups. Objective: to create an abstract painting as a group using line techniques through painting. Fill in poster board completely – no white showing. Use lots of different colors. 	<ul style="list-style-type: none"> Group project. Divide the class in two groups. Objective: to create an abstract painting as a group using line techniques through painting. Fill in poster board completely – no white showing. Use lots of different colors. 	<ul style="list-style-type: none"> Group project. Divide the class in two groups. Objective: to create an abstract painting as a group using line techniques through painting (zigzag, dotted, and wavy lines). Fill in poster board completely – no white showing. Use lots of different colors. 	<ul style="list-style-type: none"> Talk about lines: diagonal, vertical and horizontal. Demonstrate lines. Find examples of different lines in the classroom. Line worksheet. . On one section of the worksheet, have students cut out strips of paper and glue them on worksheet in correct line directions while creating an alternating pattern. 	<ul style="list-style-type: none"> Each student receives a piece of dark brown roll paper approximately 36" × 26". Crumble and unfold. Repeat to look like an aged animal hide. Tear an interesting shape around hide. Look at visual images of Indian symbols, looking through examples of symbols, and then drawing a variety of symbols on the large "hide" in white charcoal pencil. <ul style="list-style-type: none"> Paint shapes. Go back and outline in black.
National Standards	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	FA 2
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Shapes	Identify and use shapes Categorize shapes as large and small Curriculum <ul style="list-style-type: none"> Shape worksheet. Color shapes designated color. Circle large and cross out small Use construction paper shapes to design a picture. 	Identify and use triangle, circle, square, rectangle and oval shapes Categorize shapes as small, medium, and large Curriculum <ul style="list-style-type: none"> Shape worksheet. Color shapes designated color. Circle large, square medium, and cross out small Use construction paper shapes to design a picture. 	Identify and use geometric shapes Curriculum <ul style="list-style-type: none"> On worksheet, the students classifies geometric figures by shape, size, and shading by placing them in Venn diagrams. 	Differentiate between shapes and forms Curriculum <ul style="list-style-type: none"> Have students sketch a shape on their paper and then sculpt it in clay. When everyone has completed their sculpture, discuss the difference between form and shape. 	Identify and use organic (freeform) shapes Curriculum <ul style="list-style-type: none"> Have students sketch an organic shape on their paper and then sculpt it in clay. .
National Standards	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	FA 2

Integrating Faith: One of the first incidents of didactic art that has been recorded is found in the Bible in the Book of Joshua chapter four. It is the story of the miraculous crossing of the Jordan by the children of Israel before they conquered the Holy Land . Joshua commanded twelve men to gather one stone each (a building stone) and to set them up on the other side of the river. “Then he [Joshua] spoke to the children of Israel , saying: ‘When your children ask their fathers in time to come, saying, “What are these stones?” then you shall let your children know, saying, “ Israel crossed over this Jordan on dry land . . .”’” These stones were to be a memorial. They were natural art. They were not created by man but were found by him. What makes them artwork is that they had to be arranged and set up. The stones did not move or arrange themselves. Men had to put them in place in such a way that they would not topple over and that takes effort and creativity. This was a natural work of art and its sole purpose was to teach future generations about the provisions of the Lord God of Israel . In essence, it was to spread the knowledge of the work and Word of God.

STRAND II: Elements and Principles (EP)				
1. Select and use elements of art for their effect in communicating ideas through artwork.				
	Grade 1	Grade 2	Grade 3	Grade 4
C.	Identify and use form Curriculum	Identify and use geometric forms: sphere, cube, cylinder, and cone Curriculum	Identify and demonstrate sculpture-in-the-round Curriculum	Identify and demonstrate relief sculpture
Form	<ul style="list-style-type: none"> Identify and use form throughout various art lessons. 	<ul style="list-style-type: none"> Students explore geometric shapes and concepts using a virtual geoboard. 	<ul style="list-style-type: none"> Teacher will divide students into two-partner groups and give each group a sentence strip. Student groups will illustrate their sentence strip to create a “mini mural”. 	Identify and use organic form Curriculum <ul style="list-style-type: none"> Create clay organic forms by pinching, pulling, and rolling material Layer by layer, piece by piece, create a three-dimensional clay collage assembled with repetitious shapes and elements, illustrating the principles of rhythm, balance and movement.
National Standards	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)			
1. Select and use elements of art for their effect in communicating ideas through artwork.			
	Grade 1	Grade 2	Grade 3
D.	Identify and use actual texture Curriculum	Identify and use actual texture Curriculum	Identify and use invented textures Curriculum
Texture	Draw a picture of a variety of shapes. Move around school to color in shapes with different textures.	<ul style="list-style-type: none"> Draw a picture of a variety of shapes. Move around school to color in shapes with different textures. 	Crazy Quilt texture boards. Exploring a wide variety of textures that students can create with acrylic modeling paste on a rigid surface.
National Standards		VA 2	VA 2
Show-Me Standards		FA 2	FA 2

STRAND II: Elements and Principles (EP)

1. Select and use elements of art for their effect in communicating ideas through artwork

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
E.	Identify and use color Curriculum	Identify and use primary colors Curriculum	Identify and use secondary colors Curriculum	Identify and use warm and cool colors Curriculum	Identify and use tints and shades Curriculum
Color	<ul style="list-style-type: none"> Students will be given some blank fall leaves to paint. Using only the primary colors of blue, yellow and red, students will mix to create secondary colors to paint their leaves. A classroom tree will be constructed with the finished leaves. 	<ul style="list-style-type: none"> Students will be given some blank fall leaves to paint. Using only the primary colors of blue, yellow and red, students will mix to create secondary colors to paint their leaves. A classroom tree will be constructed with the finished leaves. 	<ul style="list-style-type: none"> Students will be given some blank fall leaves to paint. Using only the primary colors of blue, yellow and red, students will mix to create secondary colors to paint their leaves. A classroom tree will be constructed with the finished leaves. 	<ul style="list-style-type: none"> Create warm and cool color collages by painting and layering different colors. 	<ul style="list-style-type: none"> Create collages by layering shapes in different colors. Students will paint using different tints and shades.
National Standards	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	FA 2
	Grade 1	Grade 2	Grade 2	Grade 4	
F.	Identify and use value Curriculum	Identify and use light and dark values Curriculum	Identify and use light and dark values Curriculum	Identify and demonstrate a value scale Curriculum	
Value	Each child will receive a pumpkin picture to paint. We will use orange and white paint to change the value of color that goes on the pumpkin. Students will learn how changing the value of a color enhances and provides depth and shading to a picture.	Each child will receive a pumpkin picture to paint. We will use orange and white paint to change the value of color that goes on the pumpkin. Students will learn how changing the value of a color enhances and provides depth and shading to a picture.	Each child will receive a pumpkin picture to paint. We will use orange and white paint to change the value of color that goes on the pumpkin. Students will learn how changing the value of a color enhances and provides depth and shading to a picture.	Each child will receive a pumpkin picture to paint. We will use orange and white paint to change the value of color that goes on the pumpkin. Students will learn how changing the value of a color enhances and provides depth and shading to a picture.	
National Standards	VA 2				
Show-Me Standards	FA 2				
	Grade 1	Grade 2	Grade 3	Grade 4	
G.	Identify and demonstrate the use of space Curriculum	Identify and use foreground and background to create illusion of space Curriculum	Identify and use middle ground, overlapping, and change of size to create illusion of space Curriculum	Identify and use placement and change in detail to create illusion of space Curriculum	
Space	<ul style="list-style-type: none"> Students will create an original visual image using colored construction paper that will demonstrate that all spaces within a work of art have their own unique shapes. 	<ul style="list-style-type: none"> Students will create an original visual image using colored construction paper that will demonstrate that all spaces within a work of art have their own unique shapes. 	<ul style="list-style-type: none"> Students will create a busy highway using middle, ground, overlapping, and various sized cars to create illusion of space 	<ul style="list-style-type: none"> Students will create a busy highway using middle, ground, overlapping, and various sized cars to create illusion of space Students will create an original visual image using colored construction paper that will demonstrate that all spaces within a work of art have their own unique shapes. 	
National Standards	VA 2	VA 2	VA 2	VA 2	
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	

STRAND II: Elements and Principles (EP)

2. Select and use principles of art for their effect in communicating ideas through artwork

		Grade 1	Grade 3	Grade 4
A.		Identify and demonstrate the concept of middle or center Curriculum	Identify and use symmetrical (formal) balance Curriculum	Identify and use radial balance Curriculum
Balance		<ul style="list-style-type: none"> Create a stained glass window (identify middle) 	<ul style="list-style-type: none"> Create a stained glass window 	<ul style="list-style-type: none"> Become aware of Radial design in art through examples of Rose windows and Mandela designs from various cultures Create a stained glass window
National Standards		VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2
		Grade 4		
B.		Identify and create center of interest (focal point) Curriculum		
Emphasis		<ul style="list-style-type: none"> Weave black and white pieces of construction paper together to be used as background. Using 8x10 picture of self, cut out and paste to black and white background. Frame and send home as mother's day gift. 		
National Standards		VA 2		
Show-Me Standards		FA 2		

STRAND II: Elements and Principles (EP)

2. Select and use principles of art for their effect in communicating ideas through artwork

STRAND II: Elements and Principles (EP)			
2. Select and use principles of art for their effect in communicating ideas through artwork			
	Grade 2	Grade 3	Grade 4
C. Contrast	Identify and use color contrast Curriculum	Identify and use size contrast Curriculum	Identify and use value contrast Curriculum
	<ul style="list-style-type: none"> Use polymer clay to alter colors and create a contrast design. 	<ul style="list-style-type: none"> Use polymer clay to alter colors and create a contrast design 	<ul style="list-style-type: none"> Use polymer clay to alter colors and create a contrast design
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2
	Grade K	Grade 1	Grade 2
D. Rhythm/ Repetition	Identify and use a pattern by repeating a single shape, line, or color Curriculum	Identify and create an alternating pattern (abab) Curriculum	Identify and create a complex pattern Curriculum
	<ul style="list-style-type: none"> Demonstrate patterns when completing various art projects. 	<ul style="list-style-type: none"> Demonstrate abab patterns when completing various art projects. 	<ul style="list-style-type: none"> Demonstrate patterns when completing various art projects.
National Standards	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)

2. Select and use principles of art for their effect in communicating ideas through artwork

STRAND II: Elements and Principles (EP)	
2. Select and use principles of art for their effect in communicating ideas through artwork	
	Grade 4
F. Proportion	Identify realistic facial proportions Curriculum
	<ul style="list-style-type: none"> Teach students about observational drawing by using a mirror.
National Standards	VA 2
Show-Me Standards	FA 2

STRAND III: Artistic Perceptions (AP)

Integrating Faith by expressing thoughts and feelings related to photos of biblical stories.

1. Investigate the nature of art and discuss responses to artworks

		Grade 1	Grade 2	Grade 3	Grade 4
A.		Discuss a response (feeling or idea) to an artwork based upon the student's life experience Curriculum	Explain different responses you have to different artworks Curriculum	Compare different responses students may have to the same artwork Curriculum	Discuss and develop answers to questions about art, such as: • What is art? • What is beauty? Curriculum
Aesthetics		<ul style="list-style-type: none"> Draw a feeling then create an animation. 	<ul style="list-style-type: none"> Look at various artwork and complete feeling worksheet for each picture. 	<ul style="list-style-type: none"> Look at various artwork and complete feeling worksheet for each picture. Compare responses 	<ul style="list-style-type: none"> Discuss with students their views on art and their interpretation of beauty
National Standards	VA 3	VA 3	VA 3	VA 3	VA 3
Show-Me Standards	FA 3	FA 3	FA 3	FA 3	FA 3

STRAND III: Artistic Perceptions (AP)					
2. Analyze and evaluate art using art vocabulary – integrating faith through a clear understanding of Christian symbols.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
A.	Identify the subject of artworks Curriculum	Identify the following in artworks: Lines, Shapes, Colors, Patterns Curriculum	Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors Curriculum	Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes Curriculum	Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions Curriculum
Art Criticism	<ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year 	<ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year 	<ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year 	<ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year 	<ul style="list-style-type: none"> End of the year Assessment based on artwork lessons throughout the year
National Standards	VA 3	VA 3	VA 3	VA 3	VA 3
Show-Me Standards	FA 3	FA 3	FA 3	FA 3	FA 3

Integrating Faith: Writings explain their art and the philosophy behind it. This is why artists should be encouraged to keep a journal of why they paint, sculpt, build, etc., for future generations who want to understand their artwork. This can also be a tremendous witness in sharing the saving message of Jesus Christ +

STRAND IV: Interdisciplinary Connections (IC)					
1. Explain connections between visual art and performing arts – integrating faith through performing Biblical stories.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
A.	Use physical movement in dance to interpret line in artwork Curriculum	Relate costumes in theatre to clothing design Curriculum	Compare patterns in music to patterns in artworks Curriculum	Compare the art and music of a particular culture Curriculum	Explain how a play or skit could be inspired by a work of art (e.g., painting or statue) Curriculum
Connecting Visual and Performing Arts	<ul style="list-style-type: none"> Having students act out the movements and emotions depicted within the paintings, The Starry Night, by Vincent Van Gogh, The Scream, by Edvard Munch, and Number 1 (Lavender Mist) by Jackson Pollock. Students will be asked to “become” the shapes, the colors, or the paintbrush, and to explore the possibilities within the selected canvases. 	<ul style="list-style-type: none"> Students discuss how different prompts and costumes in the Christmas Program were inspired by a work of art (Nativity scene photo). Students create costumes using recycled materials determined beforehand by the teacher. 	<ul style="list-style-type: none"> Have students draw lines based on the pattern of playing music. Compare line pattern to music pattern, 	<ul style="list-style-type: none"> Help students understand a particular culture based on their art and music. 	<ul style="list-style-type: none"> Students discuss how different prompts and costumes in the Christmas Program were inspired by a work of art (Nativity scene photo).
National standards	VA 6	VA 6	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4	FA 4	FA 4

STRAND IV: Interdisciplinary Connections (IC)

2. Explain the connections between Visual Art and Communication Arts, Math, Science or Social Studies – integrating faith using the Bible as a source of all core subject matter.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
A.	Explain how stories can be told in pictures and/or words Curriculum	Explain how patterns in art are similar to patterns in math. Curriculum	Explain the connection between American Indian culture and art Curriculum	Explain how the math principle of symmetry is used in art Curriculum	Explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri Curriculum
Connecting Art and Non-Art Subjects	<ul style="list-style-type: none"> Heighten students' awareness of how quilts tell stories that reflect the lives of the people who create them, and that record the cultural history of a particular place and time. Teams of students make paper quilts from squares that they have designed. 	<ul style="list-style-type: none"> Students will experiment with turns, flips, and rotations of the shapes: triangle, square, and rectangle by cutting and arranging shapes to follow a pattern of a quilt. 	<ul style="list-style-type: none"> Each student receives a piece of dark brown roll paper approximately 36" × 26". Crumble and unfold. Repeat to look like an aged animal hide. Tear an interesting shape around hide. Look at visual images of Indian symbols, looking through examples of symbols, and then drawing a variety of symbols on the large "hide" in white charcoal pencil. Paint shapes. Go back and outline in black. 	<ul style="list-style-type: none"> Students will understand the term symmetry as used in art and science by observing butterfly species' 'wings and the principles of coloration; then they will create and paint a mirror image design of a butterfly's wings on a cutout poster board butterfly shape. 	<ul style="list-style-type: none"> Research George Caleb Bingham and Thomas Hart Benton through internet, books, and articles.
National standards	VA 6	VA	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4	FA 4	FA 4

STRAND V: Historical and Cultural Contexts (HC)

1. Compare and contrast artworks from different historical time periods and/or cultures – integrating faith by showing artwork through the times that depicts Biblical stories and Christian symbols including paintings, drawings, illustrations, sculpture, church architecture, banners, and liturgical vestments (and symbols).

	Grade 1	Grade 2	Grade 3	Grade 4
A.	Identify works of art from: <ul style="list-style-type: none"> • United States • Europe (Cave) • Asia 	Identify works of art from: <ul style="list-style-type: none"> • United States • (Native American) • Egypt 	Identify works of art from: <ul style="list-style-type: none"> • United States • Europe (Realistic) • Africa 	Identify works of art from: <ul style="list-style-type: none"> • United States (Realistic: Missouri, Westward Expansion) • Europe (Abstract)
Historical Period or Culture	<ul style="list-style-type: none"> • Introduce different kinds of art forms from various areas, talk about art and discuss what art looks like to them. 	<ul style="list-style-type: none"> • Introduce different kinds of art forms from various areas, talk about art and discuss what art looks like to them. 	<ul style="list-style-type: none"> • Introduce different kinds of art forms from various areas, talk about art and discuss what art looks like to them. 	<ul style="list-style-type: none"> • Introduce different kinds of art forms from various areas, talk about art and discuss what art looks like to them.
National standards	VA 4	VA 4	VA 4	VA 4
Show-Me Standards	FA 5	FA 5	FA 5	FA 5

STRAND V: Historical and Cultural Contexts (HC)

1. Compare and contrast artworks from different historical time periods and/or cultures.

		Grade 1	Grade 2	Grade 3	Grade 4
B.	Characteristics of Artworks	<p>Compare and contrast two artworks on:</p> <p>Subject matter</p> <p>Use of line, color, and shape Curriculum</p> <ul style="list-style-type: none"> Have students carefully look at two sculptures. Ask them to write comparing and contrasting the two, considering the subject, the art elements included, the principles of construction and the meaning they make of the pieces by: <p>1. Describing what they see in each 2. Then comparing and contrasting the two. Tell how they are similar and different.</p>	<p>Compare and contrast two artworks on:</p> <p>Subject matter</p> <p>Media</p> <p>Use of line, color, shape, and texture</p> <p>Theme Purpose of art in culture Curriculum</p> <ul style="list-style-type: none"> Have the students write an essay comparing and contrasting two pieces of sculpture, one realistic, the other more abstract. Then have the students write a second essay comparing the more abstract piece of sculpture to an excerpt from a movie. Have students carefully look at two sculptures. Ask them to write comparing and contrasting the two, considering the subject, the art elements included, the principles of construction and the meaning they make of the pieces by: <p>1. Describing what they see in each 2. Then comparing and contrasting the two. Tell how they are similar and different.</p>	<p>Compare and contrast two artworks on:</p> <p>Subject matter</p> <p>Media</p> <p>Use of line, color, shape, and texture</p> <p>Theme Purpose of art in culture Place Curriculum</p> <ul style="list-style-type: none"> Have the students write an essay comparing and contrasting two pieces of sculpture, one realistic, the other more abstract. Then have the students write a second essay comparing the more abstract piece of sculpture to an excerpt from a movie. Have students carefully look at two sculptures. Ask them to write comparing and contrasting the two, considering the subject, the art elements included, the principles of construction and the meaning they make of the pieces by: <p>1. Describing what they see in each 2. Then comparing and contrasting the two. Tell how they are similar and different.</p>	<p>Compare and contrast two artworks on:</p> <p>Subject matter</p> <p>Media</p> <p>Use value and space</p> <p>Theme Purpose of art in culture Place Curriculum</p> <ul style="list-style-type: none"> Have the students write an essay comparing and contrasting two pieces of sculpture, one realistic, the other more abstract. Then have the students write a second essay comparing the more abstract piece of sculpture to an excerpt from a movie. Have students carefully look at two sculptures. Ask them to write comparing and contrasting the two, considering the subject, the art elements included, the principles of construction and the meaning they make of the pieces by: <p>1. Describing what they see in each 2. Then comparing and contrasting the two. Tell how they are similar and different.</p>
	National standards	VA 4	VA 4	VA 4	VA 4
Show-Me Standards	FA 5	FA 5	FA 5	FA 5	