



Art Grade Level Expectations

John Kennedy Grades 2,3,4 ART

Second Grade

- Make independent decisions guided by Elements/Principles of Art
- Recognize and use art vocabulary to discuss formal qualities (elements and principles) in personal and famous artworks:
 - Color: Primary, Secondary, Neutral, Warm/Cool
 - Value: tints, tones, shades
 - Texture: Actual (real), implied
 - Line: Horizontal, vertical, diagonal, and feelings they convey
 - Shape: geometric, and organic
 - Form: 3-D, sphere, cube, pyramid, cone, cylinder
 - Space: overlapping, size, placement, foreground,, middle ground, background, horizon line, positive/negative
 - Balance: symmetrical/ asymmetrical
 - Repetition: to create unity, to create pattern in art, mathematics, and poetry
 - Movement: to create rhythm
- Develop technical skills & select materials/tools/media to serve creative intent
- Create artwork from: close observation of familiar objects (realism), visualization, concepts and ideas from other curriculum areas
- Examine, reflect, interpret artwork, making and explaining inferences(explain art preferences using art vocabulary)
- Explore, explain art/history relationships between different cultures, art movements and artists' styles (recognize select famous artworks, artists (about 3), and styles)

Third Grade

- Make independent decisions guided by Elements/Principles of Art
- Recognize and use art vocabulary to discuss formal qualities (elements and principles) in personal and famous artworks:
 - Color: complementary, analogous, warm/cool
 - Value: tints, tones, shades, darkness, lightness
 - Texture: Actual (real), implied in 2D and 3D art
 - Line: Expressive, descriptive, and directional
 - Shape: geometric, and organic
 - Form: 3-D, sphere, cube, pyramid, cone, cylinder
 - Space: overlapping, size, placement, foreground,, middle ground, background, horizon line, positive/negative, size variation, placement in a picture plane
 - Balance: symmetrical/ asymmetrical, radial
 - Repetition: to create unity
 - Emphasis: size, detail, placement, center of interest

Art Education gives students an opportunity to recognize and appreciate the importance of art to past, present, and future life. Students engage in art activities designed to give them first hand experience in the excitement and satisfaction of individual creative expression; and to appreciate the vision, skill and achievement needed to create art.

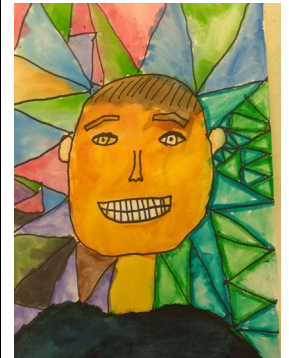


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- Create artwork from: close observation of familiar objects (realism), visualization, concepts and ideas from other curriculum areas
- Develop technical skills & select materials/tools/media that serve creative intent (constructive (additive) and modeling (subtractive) sculpture techniques)
- Examine, reflect, interpret artwork, making & explaining inferences (explain art preferences using art vocabulary, compare own definition of art with other's)
- Explore, explain art/history relationships between different cultures, art movements and artists styles (recognize and associate artist with their artwork)
- "Read" artwork as visual text: identify main ideas, and explain using art vocabulary

Fourth Grade

- Make independent decisions guided by Elements/Principles of Art
- Recognize and use art vocabulary to discuss formal qualities (elements and principles) in personal and famous artworks:
 - Color: complementary, analogous, monochromatic (using one color)
 - Value: to model form (create contrast)
 - Texture: Tactile (real), Visual (implied) in 2D and 3D art
 - Line: Expressive, descriptive, and directional, contour
 - Shape: geometric, and organic
 - Form: 3-D, sphere, cube, pyramid, cone, cylinder
 - Space: Atmospheric perspective, overlapping, size, placement, foreground, middle ground, background, horizon line, positive/negative, size variation, placement in a picture plane
 - Principles: repetition, unity, Balance (symmetrical/ asymmetrical, radial), movement (action painting, thaumatropes), contrast, emphasis (size, detail, placement)
- Develop technical skills and select materials/tools/media to serve creative intent (self-evaluation, craftsmanship, multiple solutions to a problem)
- Examine, reflect, interpret artwork, making and explaining inferences (relationships between artists and their cultures)
- Explore, explain art/history relationships between different cultures, art movements and artists styles (Theories of art: Does the intent of the artwork seem to be realistic or expressing one's emotions? Is the artwork concerned with design or composition?)
- "Read" artwork as visual text: identify and infer main idea and supporting details in artwork using art vocabulary to explain



Tips for Parents

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- To use **observation and visualization** skills, have your child draw an object by looking at it. Then, have your child use their imagination to add something silly to the drawing. (For example, draw an apple from life, then add a silly face, and top hat.)
- To use **Elements of Art and Principles of Design**...Play a Game! Art Eye Spy! Look around at your surroundings...can you see any elements of art? (shape, color, texture) Can you see any Principles of Design (Repetition, Balance, Movement) Explain what you see and have fun!
- To help your child learn about **art movements, and artists** go on a virtual museum tour! <https://www.weareteachers.com/virtual-museum-tours/>
- To develop **art making skills and craftsmanship** make sculptures with play-doh, and experiment with architecture with blocks or Legos. Talk about how you made the block building. Did you look at architecture from ancient Rome? Did you use your imagination to create a city for the future? What could you change or improve about your sculpture?
- To develop **"reading" artwork as visual text** you have your child pick an artist or art movement from the list or research on your own with adult guidance. Then talk about characteristics, elements of art, or how the art makes you feel. You could make a pros and cons list about the artwork.
- To **Develop technical skills and select materials/tools/media to serve creative intent** students can choose an artist to inspire their own artwork. Then, try to make one replica of that artist's artwork. Make sure to use elements of art to help make your artwork.
- To use **media arts** have your child make a flip book. Get post-it note pads anysize. Choose an action or story to tell. Draw each movement on 4-8 post-its. Flip it and Enjoy!
- Use these fun online resources to learn about art!
 - <https://www.youtube.com/user/ArtforKidsHub>
 - <https://www.metmuseum.org/art/online-features/metkids/>
 - <https://www.kitchentableclassroom.com/best-virtual-gallery-tours/#more-3861>
 - <https://theartyteacher.com/online-art-games-for-the-art-classroom/>