

## **What to expect in the Art Room**

### The Kindergarten Child can...

- Identify and draw differences in line (thick, thin, straight, diagonal, curved, zigzag, dotted)
- Recognize and draw geometric and free-form shapes
- Identify all colors.
- Mix primary colors to make secondary colors.
- Identify if a color is dark or light.
- Create patterns with repetition of colors or shapes.
- Manipulate clay into various shapes (ball, coil, flatten)
- Use scissors to cut simple lines and shapes.
- Use fingers to tear paper and do simple manipulation (bend, curl, fold, pleat, etc.)
- Participate in simple printmaking activities.
- Create sculpture from found objects.
- Perceive things that are alike and different.
- Able to use a variety of art media (crayons, markers, brushes and paint, oil pastels, etc.)
- Learn about and use art tools in a safe and responsible way like using, washing, and putting away brushes.
- Talk about their art and the art of others.

### **What their artwork should look like:**

#### The Pre schematic Stage of Artistic Development

##### First Representational Attempts: Ages 4-7

- Head and feet grow out of a scribble
- person is looking at the viewer, usually smiling
- gradual inclusion of arms, body, fingers and toes
- details like hair and clothes not included until nearing the end of this stage
- shapes are geometric (circles, triangles, squares) and are placed to create meaning
- objects float on the paper
- objects are distorted to fit leftover space
- objects gradually become proportionate to each other

## **What to expect in the Art Room**

### **The First-grade Child Can...**

- Recognize and describe the use of line in artwork.
- Identify simple color schemes (primary, secondary, warm, and cool).
- Create secondary colors and make colors lighter or darker.
- Create simple forms in clay, like pinch pots.
- Use scissors to cut complex lines and shapes.
- Use fingers to tear paper and do more complex manipulation.
- Participate in simple printmaking activities.
- Weave paper in the most basic pattern.
- Show control over materials. (Controlled brushstroke, coloring within the lines, drawing/coloring small details)
- Recognize and create symmetry in artwork.
- Understand that form and function go together (a clay pot must be strong).
- See the difference between two-dimensional and three-dimensional work.
- Able to discuss subject matter in art: understands differences in still life, portrait, landscape, etc.
- Understands (with reminders) how to show space in artwork.
- Recognize and create texture and patterns.
- Remember how to use art room media and tools.
- Have a great range of maturity that results in WIDE differences among ability to listen, comprehend, and follow directions.

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## **What to expect in the Art Room**

### **The Second-grade Child Can...**

- compare size relationships in objects and in regards to themselves
- identify the parts of a landscape and draw the parts
- use a horizon line to create a separation of space but still need reminders
- add texture to drawings that resembles real texture (i.e. hair, fur, etc.)
- make thoughtful choices that reflect personal expression
- use color/line in a symbolic form- understand red can represent anger
- understand that line can be used to make something appear three-dimensional
- draw simple forms such as a cone, cylinder, or a cube
- understand positive and negative space in its most simple form.
- describe how atmosphere can be shown by color differences
- observe design and pattern in natural objects and in art
- identify and draw the difference between symmetry and asymmetry
- recognize differences between art media without being told what was used
- mix all paint colors and know how to properly care for paints and brushes
- create value differences by mixing tints and shades in painting
- make a simple printing plate and create prints
- construct sculptures from clay and found objects that represent a more realistic form

### **What their artwork should look like:**

#### **The Schematic Stage of Artistic Development**

##### **Forming Concepts: Ages 7-9**

- Repeated schema for a person (i.e. all girls wear triangle skirts)
- Body made from geometric shapes
- Arms and legs are correctly placed
- By the end of the stage people are drawn with thickness (No more stick figures)
- Proportion depends on emotional value (most important things are the largest)
- Objects are on a baseline and outside pictures have a sky line
- No/little overlapping of objects
- Creates x-ray drawings

## **What to expect in the Art Room**

### **The Third-grade Child can...**

- become easily frustrated because of their desire to draw realistically but inability to do so
- draw from observation
- use overlapping shapes, variation in lines, textures, colors and sizes
- regularly use foreground, middleground and background in artworks
- discriminate between warm and cool colors
- understand the color can be used for self-expression
- define and create symmetry, asymmetry and radial balance
- identify architecture parts such as columns, domes, arches and analyze how a building is constructed
- more fully understand the way a human body moves and its proportion
- can more accurately draw a pose
- create simple printing plates and make prints
- use clay to create more advance vessels in simple slab construction
- learn how to create relief sculptures like metal tooling
- take part in more advanced sculpture techniques like papier mache

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#### **Dawning Realism Stage of Artistic Development**

##### **Emerging Expertise: Ages 9-11**

- Very self-conscious of drawing. Realize they lack the ability to show objects naturalistically and often revert to stick figures and v birds
- Aware of details and physical environment
- No value or shadows shown in drawing
- Drawing has a plane and shows space
- Attempts to show depth
- Actively overlaps objects
- Show relationships between objects
- Figures are stiff but propionate and show action

## **What to expect in the Art Room**

### **The Fourth-grade Child Can...**

- compare their artwork to that of a peer
- able to fully understand the color wheel and most of its color schemes such as warm/cool and complementary colors
- develop more realistic drawings of humans and animals and are able to show movement in these drawings
- can identify art media, subject matter, and art forms without help
- understand that artists express themselves and their identity and culture through their artwork
- start to develop educated opinions about art
- draw fairly accurately from observation
- able to understand and create sculptures “in the round”
- learn the proportions of the human face and draw it from observation
- paint by mixing all their own colors, add texture and variety
- create value in a simple manner
- understand and create emphasis
- identify and draw more advanced shapes (pentagon, hexagon, etc.)
- accurately measure
- weave with yarn on variety of looms
- comprehend that form follows function and understand why something was designed in a particular way

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## **What to expect in the Art Room**

### The Fifth-grade Child can...

- be great open-minded problem solvers
- lose some confidence in their ability because they start to compare themselves to their classmates
- love variety; love to learn about new tools, techniques, and media
- create drawings and value with charcoal and chalk pastels
- responsibly use sharp tools like lino cutters and x-acto knives
- create large scale artwork like murals
- create linoleum printing plates and make prints
- recognize the artists intention in using ideas and color to create a mood
- identify, understand and create symbols
- understand and use several different ways of showing depth
- discriminate that light, distance, relative size and motion affect the appearance of an object.
- point out the strengths and weakness in their artwork and improve/learn from their mistakes
- be introduced to rudimentary one and two point perspective
- enjoy designing (clothes, houses, furniture, packaging, inventions)

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## **What to expect in the Art Room**

The Middle School Child can...

- be highly self-conscious of artwork (especially if it is personal)
- generally be capable of handling all materials and equipment with skill
- make photographic and digital art
- understand one and two point perspective and have a desire to show depth in their artwork
- use perspective, diminishing size, and color to create depth
- create relationships between proportion, volume, and space
- be open to learning new, technical skills in all art forms
- be aware of how color, line, shape and organization affect composition
- judge works of art by Formalism (formal art analysis using the elements of art and principles of design), Emotionalism (viewer's emotional reaction), and Realism (belief that the best art closely resembles reality)
- understand the elements of art and principles of design and identify their use in their own work and in artwork of others
- make aesthetic judgments and apply them to daily life
- become effective communicators through art
- transform personal experiences/stories into art
- choose materials appropriate for an idea/project
- think abstractly and often grasp double meanings, morality, and symbolism in artwork

### **What their artwork should look like:**

The Pseudo naturalistic Stage of Artistic Development

The Age of Reasoning: Ages 11-14

- No longer makes spontaneous art; makes thoughtful choices about their drawings
- Conscious of artistic faults
- Greater awareness of environment but only important elements are drawn in detail
- Personal meaning is added to the drawing
- Attempts to draw perspective (view into a scene, like a stage set)
- Closer to correct proportions
- Tries to draw correct body joints and actions
- Facial expressions vary
- Cartooning is very popular
- Person can be represented by less than the whole figure (i.e. shows a hand holding an object).