

**Breakwater School**  
**K-5 Visual Arts Curriculum Overview**  
**April 6, 2006**

Art is used to express emotions, concerns, knowledge and learning in a cohesive form. All children possess innate creative urges. Indeed, visual language is the first means of expression for most children.

Our strong art program is designed to help children develop capabilities for visual literacy by creating a meaningful context for exploration and appreciation, as well as developing a personal sense of aesthetics and language for speaking about art. Children participate in a wide range of activities to encourage and expand their knowledge of and inherent sense of art, including art history, cultural aspects of art making, and contemporary artists.

Students explore a variety of art materials through teacher directed activities and individual experimentation. Sequential instruction in drawing, painting, sculpture, and printmaking leaves room for the flexibility, change, and chance discoveries that are valued in the art making process. Sincere effort and creativity are more valued than specific product outcomes.

We emphasize the use of problem solving skills, sharing thoughts, and responding to all aspects of our visual world by engaging in classroom discussion and critique, mounting art shows around the school, and by reflecting and analyzing the choices we make as artists.

Our art teacher models what it is to experience the world as an artist, and shares her delight in discovery with her students.

### **Kindergarten**

Kindergarten students are asked to:

- Combine shapes and lines to draw images using a variety of media
- Create a self portrait that shows an understanding of symmetry as well as showing features that show individuality
- Depict size relations draw schema
- Understand how to use watercolor and tempera
- Start to learn color mixing
- Understand sculpture is made from a variety of media and can be viewed from all sides
- Create sculpture
- Create block prints

## **First and Second Grades**

First and Second graders are asked to:

- Learn to work in a group to make large scale projects
- Increase dexterity through weaving
- Demonstrate an understanding of the concepts of overlapping, fore ground, middle ground, background, and composition by thoughtfully using all the space available on a page
- Create sculpture
- Use tools to incise and make a relief print
- Mix secondary colors from primary
- Use a palette

## **Third and Fourth Grades**

Third and Fourth graders are asked to:

- Select appropriate materials based on the project requirements and personal preference
- Draw a self portrait which depicts individual eye, hair, and skin tone as well as descriptive details
- Draw from memory, observation, and imagination
- Include concepts of abstract art in their work
- Model with clay
- Continue to study printmaking and create editions
- Mix secondary colors, neutrals, and skin tones
- Paint details onto dry paint.

## **Fifth Grade**

Fifth graders will:

- Depict proper facial proportions
- Use diminishing size to indicate space and distance in 2D art; use shadows and shading
- Use pen and ink
- Paint emotively using line, color and texture
- Create sculpture that is balanced and free standing
- Use sharp tools safely to create relief prints
- Mix intermediate colors