

## 5-6 Art

To meet the standards, students must learn Vocabularies concepts associated with various types of work in the visual arts. In grades 5-6 students visual expressions become more individualistic and more imaginative. The problem solving activities in art making, help them develop cognitive, affective and psychomotor skills. Students begin creating their own artwork using a variety of images and approaches. They are appreciating art from other cultures and understanding the meaning of the visual world in which they live.

The students will explore the use of the following:

Drawing – pencil, deep shade

Painting – tempera paint

Real World – board game

Color – colored pencil, oil pastels, markers, chalk

Technology – research

Clay – coil and slab building



# Dike-New Hartford Visual Arts Program

Dike-New Hartford CSD

330 Main St., Dike, IA 50624

<http://www.dnhcsd.org>

DNH CSD

# Course Offerings

## Junior High Exploratory 7<sup>th</sup> Grade Units

### Perspective

How to show distance on a flat sheet of paper.

The students will use lines and measure to give an illusion of depth.

The students will create a one point perspective drawing with pastels

The students will use layering and overlapping of paper to show distance

### Movement

Giving the feeling of action

The students will create gesture drawings from action poses

the students make movement flow from one action to the next

### Painting

The process of applying paint

*Tempera*: The students create a kaleidoscope to paint using shades and tones of a color

*Watercolor*: The students will experiment and produce two paintings

### Clay

A fine grained material used to form pottery

The students learn hand building and coil making to design a seasonal clay project.

### History

Study a famous artist:

Leonardo DaVinci

Mona Lisa

### Technology

Computer Drawing

Writing

Research

## 8<sup>th</sup> Grade Units

### Art Elements:

#### Line

A continuous movement from one spot to the next.

The students will discover the following art elements:

#### Line

Optical illusion

Patterns

Negative space

#### Shape

Connecting contour lines

Geometric shapes

#### Color

Color wheel

Painting

#### Texture

Weaving

Texture rubbing

#### Value

Shading

Color overlap

### Clay

The students continue with hand building skills to create a cube, made into a variety of uses.

### Sketchbook

The students keep a book for continuous sketching

### Technology

Computer Drawing

Writing

Research

## K-2 Art

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts and must exhibit their competence at various levels in visual, oral and written form. In K-2, young children experiment enthusiastically with art materials and investigate the ideas presented to them through visual arts instruction. They exhibit a sense of joy and excitement as they make and share their artwork with others. Creation is at the heart of this instruction. Students learn to work with various tools, processes and media. They learn to coordinate their hands and minds in explorations of the visual world. Through examination of their own work and of others, students learn to find purpose and value. This helps them to understand the impact of the visual world in which they live.

Students will explore the use of the following:

Drawing – pencil

Painting – watercolor, tempera

Crafting – various supplies

Paper – cutting, folding, sculpting

Coloring – craypas, pastels, crayons, markers