

ART at Ellis School

Home-School Connections

Art enhances learning across all subject areas. The Arts promote critical thinking and problem solving skills and educate the whole child. Art introduces children to cultures around the world and builds confidence, a sense of community and also bridges differences.

Kindergarten through Second Grade

The objectives for Kindergarten through Second grade serve as building blocks for further visual arts instruction. The objectives place emphasis on cognitive, affective, sensory, and motor development using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.

Kindergarten "I can" statements:

- I can identify the elements of art
- I can identify and use patterns in my art
- I can create works of art using the following techniques: drawing, painting, cutting, pasting, folding, and modeling

First Grade "I can" statements:

- I can recognize two-dimensional shapes and three-dimensional forms.
- I can identify size relationships in art and the environment
- I can view works of art and describe similarities and differences among them.
- I can safely use and care for art materials

2nd Grade "I Can" Statements

- I can depict objects in proportion within a work of art.
- I can identify and use alternating and repeating patterns
- I can identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- I can collaborate with others to create a work of art.
- I can express opinions with supporting statements regarding works of art.

At home you can support learning by:

- Have a lot of paper available and art supplies. Let them create!
- Bring them to an art museum.
- There are a variety of web resources also to support the visual arts, including virtual art museums and activities.

www.crayola.com has arts and crafts, coloring activities, and sections for educators and parents.

<http://www.kid-at-art.com> has art activities for elementary and middle school youth using recycled materials.

<http://cartoonster.kidzdom.com> is a site that was created by a teenager for those interested in learning about the basics of cartoon animation.

<http://www.kinderplanet.com/makestuf.htm> has activities for preschool and grade school children.

<http://familyfun.go.com/arts-and-crafts/> will allow folks to sign up for their e-newsletter and receive two craft activities via e-mail each month.

Third through Fifth Grades

The objectives for grades Three through Five emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures. Students will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art. Students continue to explore a range of materials and subject matter.

Third Grade "I Can" statements:

- I can identify and use the intermediate colors.
- I can identify and use warm and cool colors.
- I can identify and use foreground, middle ground, and background in two-dimensional works of art.
- I can create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane.
- I can produce a work of art that communicates feelings.

Fourth Grade "I can" statements:

- I can identify and use the characteristics of color, including hue, tint, shade, and intensity.
- I can use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.
- I can identify random and ordered pattern.
- I can identify and use variety and unity in a work of art.

Fifth Grade "I Can" statements:

- I can emphasize spatial relationships, diminishing size, and detail in works of art.
- I can identify pattern and repetition as a means to create movement in art.

At home you can support learning by:

- Celebrate your child's artwork by hanging it on the walls.
- Read books about artists.
- Encourage your child to ask questions about art.
- Engage in family art projects
- Visit area art museums: **MFA**- Boston, **Currier-Manchester NH**, **Peabody Essex Museum** – Salem MA, **Gardner Museum**-Boston MA.

www.crayola.com has arts and crafts, coloring activities, and sections for educators and parents.

<http://familyfun.go.com/arts-and-crafts/> will allow folks to sign up for their e-newsletter and receive two craft activities via e-mail each month.

<ul style="list-style-type: none"> • I can identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials. • I can use linear perspective in a work of art. • I can distinguish between symmetrical and asymmetrical balance in art and the environment. 	
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Sixth through Eighth Grades

The objectives for grades six-eight emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

<p>Sixth Grade “I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify and use the intermediate colors. • I can identify and use warm and cool colors. • I can identify how spatial relationships and proportion affect unity and variety in two-dimensional and three-dimensional works of art. • I can use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity. • I can identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology. • I can respond to works of art and analyze responses in terms of cultural and visual meaning <p>Seventh Grade “I can” statements:</p> <ul style="list-style-type: none"> • I can describe how the principles of design are used to organize a composition. • I can apply the elements of art and the 	<p>At home you can support learning by:</p> <ul style="list-style-type: none"> • Taking advantage of art classes in the community. The Museum of Fine Arts in Boston regularly offers free “drop-in” art activities. The Currier in Manchester offers art classes regularly. • Encouraging your child to participate in: <ol style="list-style-type: none"> 1. National Junior Art Honor Society The National Junior Art Honor Society was begun by the National Art Education Association (NAEA) in 1989 to generate interest in art programs and to inspire and recognize younger art students. 2. Scholastic Art Awards The Scholastic Art Awards is a national program conducted at the state level for students in grades 7 through 12. This is a juried art show with top state winners sent on to the national level competition. The Scholastic awards have been recognizing young, creative talent throughout the U.S. for more than 80 years. 3. Skills USA SkillsUSA (www.skillsusa.org) is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. SkillsUSA is a
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<ul style="list-style-type: none"> • principles of design in two-dimensional and three-dimensional works of art. • I can use problem-solving skills to create a work of art that communicates ideas or emotions. • I can identify styles and themes in works of art from historical times and places. • I can identify styles and themes in works of art from historical times and places. • I can explore and identify subjects, themes, and symbols as they relate to meaning in works of art. <p>Eighth Grade “I Can” statements:</p> <ul style="list-style-type: none"> • I can create works of art that emphasize specific formal color relationship • I can differentiate between dominant and subordinate elements in a work of art. • I can create three-dimensional works of art using a variety of themes and processes. • I can further expand and develop the use of the elements of art and the principles of design. • I can identify major art movements and influential artists according to geography, culture and historical period. • I can investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art. 	<p>state and national nonprofit organization serving middle and high school students and teachers who are preparing for careers in trade, technical and skilled service occupations.</p> <p>Competitions include: 3-D Visualization and Animation, Advertising Design, Photography, Pin Design, Sustainability Solutions, T-shirt Design, Television (Video) Production, Video Product Development, Web Design, and Welding Art/Sculpture.</p>
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