

ART Curriculum

PEKIN PUBLIC SCHOOLS DISTRICT #108

Goal 25
[AR-SENS]

Understand the sensory elements, organizational principles, and ideas expressed in and among the arts.

Outcome 01

Describe, analyze, and evaluate the sensory elements and organizational principles of works of art.

Grade Four	Grade Five	Grade Six
<p>Identify the following in visual art:</p> <ul style="list-style-type: none"> Texture Depth Pattern Line Geometric shapes Positive space Negative space Symmetry Primary and secondary colors <p style="text-align: right;">AR-SENS-99-01-401</p>	<p>Describe the following in visual art:</p> <ul style="list-style-type: none"> Texture Background Middleground Foreground Atmospheric Perspective Pattern Symmetry Balance Contrast 2-D shapes 3-D shapes <p style="text-align: right;">AR-SENS-99-01-501</p>	<p>Analyze the use of the following in visual art:</p> <ul style="list-style-type: none"> Unity Verticals Horizontals Diagonals 1-point perspective Value Gradations Proportion “Parts-to-the-whole” concept <p style="text-align: right;">AR-SENS-99-01-601</p>

ART Curriculum

PEKIN PUBLIC SCHOOLS DISTRICT #108

Goal 25
[AR-SENS]

Understand the sensory elements, organizational principles, and ideas expressed in and among the arts.

Outcome 02

Define, analyze, and evaluate how sensory elements and organizational principles are used to express ideas in the arts.

Grade Four	Grade Five	Grade Six
Identify and describe the element that illustrates the “artist’s” hand in visual art. AR-SENS-99-02-401	Identify and describe the element that illustrates the “artist’s” hand in visual art. AR-SENS-99-02-501	Identify and describe the element that illustrates the “artist’s” hand in visual art. AR-SENS-99-02-601
Describe elements and principles that artists use to support a theme or subject in visual art. AR-SENS-99-02-402	Analyze elements and principles that the artist utilizes to support a theme or subject in visual art. AR-SENS-99-02-502	Analyze elements and principles that the artist utilizes to support a theme or subject in visual art. AR-SENS-99-02-602

ART Curriculum

PEKIN PUBLIC SCHOOLS DISTRICT #108

Goal 25
[AR-SENS]

Understand the sensory elements, organizational principles, and ideas expressed in and among the arts.

Outcome 03

Compare and contrast similarities, differences, and connections of sensory elements, organizational principles and ideas expressed within and among the arts.

Grade Four	Grade Five	Grade Six
Recognize kinetic movement. Recognize implied movement. Identify the unique quality of sensory elements as applied across the arts' disciplines and forms.	Compare and contrast an artist's interpretation or approach to a subject or theme or narration in music, drama, music, or visual art.	Describe how art forms can be combined to create multimedia performances.

ART Curriculum

PEKIN PUBLIC SCHOOLS DISTRICT #108

Goal 26

[AR-PROD]

*Through creating and performing, understand how works of art are produced.***Outcome 01***Demonstrate an understanding of how tools and processes are used in the arts.*

Grade Four	Grade Five	Grade Six
<p>Be able to match the following media to the tools needed to produce visual art:</p> <ul style="list-style-type: none">Print — pressPaper-making pulp — mold and decklePaint — brushDrawing — pastelsDrawing — pencilsSculpture — paper macheScratch art — scratch toolsClay ceramics — kilnWeaving — yarn	<p>Match the following processes to the tools required to produce visual art:</p> <ul style="list-style-type: none">Carving — engraving toolsPainting — brushDrawing — pen and inkPrinting — stampsCasting — moldsGraphics — computerCeramics — kilnSculpture — molding tools	<p>Match the following processes to the tools required to produce visual art:</p> <ul style="list-style-type: none">3-D assemblage — bonding toolsPainting — spongesPrinting — platesMeasuring— division instrumentsDrawing — T-square, trianglesFoil embossing — metal toolingCeramics — kilnGraphics — computer

TECH
LEARNING CENTER CURRICULUM
PEKIN PUBLIC SCHOOLS DISTRICT #108

Goal 26
 [AR-PROD]

Through creating and performing, understand how works of art are produced.

Outcome 02

Apply skills and knowledge necessary to create and perform in the arts.

Grade Four	Grade Five	Grade Six
Be able to present clear and focused ideas in two- and three- dimensional forms (decorative and narrative art).	Produce works of art that demonstrate an understanding of theme (abstraction, surrealism, decoration, narration).	Produce works of art that demonstrate an understanding of them (social commentary, expressionism, customs, etc.).

ART Curriculum

PEKIN PUBLIC SCHOOLS DISTRICT #108

Goal 27
[AR-ROLE]

Understand the role of the arts in civilizations past and present.

Outcome 01

Analyze how the arts function in history, society, and everyday life.

Grade Four	Grade Five	Grade Six
<p>Recognize the following themes or subjects in the visual arts:</p> <ul style="list-style-type: none">PortraitureStill-lifeLandscapeMasksFantasyDecoration	<p>Describe the following themes in terms of similar ideas in more than one of the arts:</p> <ul style="list-style-type: none">Architecture — math, science, visual artStill-life — drama, music, visual artMask, costume — drama, dance, visual art, musicCelebrations — music, drama, dance, visual artCommercial design — math, science, visual art	<p>Describe and analyze the role of art in career roles in society:</p> <ul style="list-style-type: none">DesignersArchitectsEngineersIllustrators <p>Explain how the arts have historically functioned in society to preserve traditions and customs.</p>

ART Curriculum

PEKIN PUBLIC SCHOOLS DISTRICT #108

Goal 27

[AR-ROLE]

*Understand the role of the arts in civilizations past and present.***Outcome 01***Analyze how the arts function in history, society, and everyday life.*

Grade Four	Grade Five	Grade Six
<p>Recognize how the following themes are reflections to different times and places:</p> <ul style="list-style-type: none">PortraitureStill-lifeLandscapeDecorationEnvironmentCustoms (beliefs)Government	<p>Describe how the following themes are reflective of different time and places.</p> <ul style="list-style-type: none">ArchitectureSeasonsCommercial DesignsCelebrationsStill-life	<p>Describe how the arts can increase understanding of other times, places, and customs.</p>