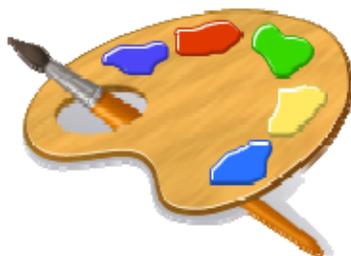




Art Curriculum

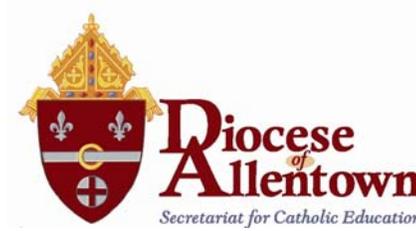
Guidelines

2009



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Office of Curriculum and Early Childhood

This Art Guideline has been a work in process for over a year. The Art Committee met faithfully to produce a document that would be helpful to new and veteran Art teachers alike. It contains a guide for every grade, resources and other important information.

The Guide is based on the *National Art Standards*. We are most grateful to the Archdiocese of Philadelphia for the use of their Art Guidelines as reference. The committee's hope is that the Art Guideline will meet the needs of those responsible for teaching Art in the Allentown Diocese.

Gratitude is also extended to the Art teachers who work so diligently and faithfully on this project.

Sr. Anita P. Gallagher, IHM

Allentown Diocese, Office of Education

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Allentown Diocese, Office of Education

Diocese of Allentown - Elementary Art Education Mission Statement

The Diocese of Allentown's elementary art mission is to assist students to use artistic gifts and abilities to glorify God, as they discover and recognize art in the world around them. Learning more about themselves through art expression, they will gain self-confidence in their ability to communicate in the language of art. Studying works and styles of art from other times and cultures will enhance their personal appreciation of art.

The National Visual Arts Standards

The Goals 2000: Educate America Act was passed by Congress in 1993. A National Standards Visual Arts Task Force consisting of National Art Education Officers, regional and division leaders, and K-12 teachers reviewed drafts for national standards that specify the art knowledge and skills students should achieve in their K-12 schooling in art education. Achievement Standards specify the understandings and levels of achievement that students are expected to attain in the competencies, for each of the arts, at the completion of grades 4, 8, and 12. These standards are not mandatory, but optional for school districts and states.

The following Content Standards specify what students should know and be able to do in the arts disciplines:

1. Understanding and applying media, techniques, and processes.
2. Using knowledge of structures and functions.
3. Choosing and evaluating a range of subject matter, symbols, and ideas.
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

They should be able to communicate at a basic level in the four arts disciplines—dance, music, theater, and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

They should be able to communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.

They should be able to develop and present basic analysis of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.

They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

They should be able to relate various types of art knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in the art-making, history and culture, and analysis in any arts-related project.

The following curriculum is a general guide to assist planning individual art programs. Art history, study of arts in other cultures, art appreciation, and cross-curricular connections should be considered when planning lessons.

Diocese of Allentown – Elementary Art

Kindergarten Art Curriculum

Skills	Elements	Principles	Medium
Help develop small motor and hand eye coordination tearing and cutting with scissors.	<p style="text-align: center;">LINE: distinguish different types.</p>	<p style="text-align: center;">Pattern/repetition: introduce</p>	<p style="text-align: center;">Age appropriate medium.</p>
Be able to recognize shapes in artworks and the world around them.	<p style="text-align: center;">SHAPE: recognize and draw basic shapes.</p>		<p style="text-align: center;">crayons colored chalk washable markers</p>
Fold paper and properly apply glue.	<p style="text-align: center;">COLOR: identify primary colors and mix secondary.</p>		<p style="text-align: center;">yarn</p>
Use geometric shapes to draw a human or animal figure.	<p style="text-align: center;">TEXTURE: explore tactile and visual</p>		<p style="text-align: center;">clay</p>
Experiment with a variety of methods of applying paint and proper use of paint brushes			<p style="text-align: center;">finger-paint tempera paint</p>

Diocese of Allentown – Elementary Art

Grade One Art Curriculum

Skills	Elements	Principles	Medium
Expand scissor skills, cut and past in a specific space.	LINE: distinguish different types.	Pattern/repetition: recognize	Age appropriate medium.
Weaving and stitching	SHAPE: recognize and draw basic shapes.	Movement: explore	crayons tempera paint
Proper use and care of paint brush.	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors.		modeling clay colored chalk
Paper tearing	TEXTURE: explore.		washable markers
Print making	SPACE: Introduce.		oil pastel
Continue to use shapes to draw a human or animal figure.	VALUE: light, dark.		watercolors

Diocese of Allentown – Elementary Art

Grade Two Art Curriculum

Skills	Elements	Principles	Medium
Continue to develop scissor skills.	<p style="text-align: center;">LINE:</p> distinguish different types: curved, straight, vertical, horizontal.	<p style="text-align: center;">Pattern/repetition:</p> recognize.	Age appropriate medium.
Proper use and care of paint brush.	<p style="text-align: center;">SHAPE:</p> recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols.	<p style="text-align: center;">Movement:</p> explore.	crayons, tempera paint, clay
Simple measuring using a ruler.	<p style="text-align: center;">COLOR:</p> identify primary colors and mix secondary. Recognize warm and cool colors.	<p style="text-align: center;">Proportion:</p> the human face.	Oil pastel, watercolors
Yarn weaving.	<p style="text-align: center;">TEXTURE:</p> explore.		yarn
Print making.	<p style="text-align: center;">SPACE:</p> foreground, background, relative size.		color pencils
Continue to recognize the variety of mediums used in artwork	<p style="text-align: center;">VALUE:</p> light, dark.		washable marker

Diocese of Allentown – Elementary Art
Grade Three Art Curriculum

Skills	Elements	Principles	Medium
Drawing figure in proportion.	LINE: distinguish different types: curved, straight, vertical, horizontal.	Pattern/repetition: recognize.	Age appropriate medium.
Drawing using distance.	SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	Movement: explore.	tempera paint clay oil pastel
Mixing Black and white to colors.	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints.	Proportion: the human face.	watercolors color pencils
Introduction to architecture and basic shapes in construction	TEXTURE: distinguish between visual and tactile.		washable marker
	SPACE: foreground, background, relative size, illusion of depth, middle ground.		chalk pastels
	VALUE: light, dark.		charcoal pencils

Diocese of Allentown – Elementary Art Grade Four Art Curriculum

Skills	Elements	Principles	Medium
Drawing figure in proportion.	<p style="text-align: center;">LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour.</p>	<p style="text-align: center;">Pattern/repetition: recognize.</p>	<p style="text-align: center;">Age appropriate medium</p>
Drawing using distance.	<p style="text-align: center;">SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.</p>	<p style="text-align: center;">Movement: explore.</p>	<p style="text-align: center;">tempera paint clay</p>
Mixing Black and white to colors.	<p style="text-align: center;">COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints, monochromatic.</p>	<p style="text-align: center;">Proportion: the human face and figure, recognize distance (large shapes close, small shapes far away).</p>	<p style="text-align: center;">oil pastel crayons watercolors color pencils</p>
Printing, rubbing, stamping.	<p style="text-align: center;">TEXTURE: distinguish between visual and tactile.</p>		<p style="text-align: center;">chalk pastels</p>
Construction.	<p style="text-align: center;">SPACE: foreground, background, relative size, illusion of depth, middle ground, three-dimensional space (mobile).</p>		<p style="text-align: center;">drawing pencils brayer printing ink</p>
	<p style="text-align: center;">VALUE: light, dark, contrast.</p>		

Diocese of Allentown – Elementary Art

Grade Five Art Curriculum

Skills	Elements	Principles	Medium
Drawing figure in proportion.	<p style="text-align: center;">LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.</p>	<p style="text-align: center;">Proportion: the human face and figure.</p>	<p style="text-align: center;">Age appropriate medium.</p>
Drawing using distance.	<p style="text-align: center;">SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.</p>	<p style="text-align: center;">recognize distance (large shapes close, small shapes far away)</p>	<p style="text-align: center;">tempera paint clay oil pastel</p>
Mixing Black and white to colors.	<p style="text-align: center;">COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.</p>	<p style="text-align: center;">Communicating emotion and moods through art</p>	<p style="text-align: center;">crayons watercolors color pencils chalk pastels drawing pencils</p>
3-D construction	<p style="text-align: center;">TEXTURE: distinguish between visual and tactile.</p>	<p style="text-align: center;">Telling a story through art</p>	
Technical drawing skills	<p style="text-align: center;">SPACE: foreground, background, relative size, illusion of depth, middle ground, three- dimensional space (mobile), begin points of view, vanishing point.</p>		<p style="text-align: center;">brayer printing ink pen and ink</p>
Lettering	<p style="text-align: center;">VALUE: light, dark, contrast</p>		<p style="text-align: center;">acrylic paint</p>

**Diocese of Allentown – Elementary Art
Grade Six Art Curriculum**

Skills	Elements	Principles	Medium
Critique: recognize elements and principles	LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	Proportion: the human face and figure.	Age appropriate medium:
Create a Portfolio Keep two pieces	SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	Movement	tempera paint clay oil pastel
Vocabulary	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.	Pattern/Repetition	watercolors color pencils crayons chalk pastels charcoal pencils
Critique Form	TEXTURE: distinguish between visual and tactile.	Balance Radial Symmetry	brayer
Assessment	SPACE: atmospheric (birds eye view)		printing ink
	VALUE: color value scale		pen and ink
In addition to all of 5 th grade skills	FORM: geometric and abstract		acrylic paint

Diocese of Allentown – Elementary Art

Grade Seven Art Curriculum

Skills	Elements	Principles	Medium
COMPOSITION: critique of Placement (landscape, Still Life, Portrait)	LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	Proportion: the human face and figure.	Age appropriate medium:
To refine aesthetic sensitivity	SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	recognize distance (large shapes close, small shapes far away)	tempera paint clay wire
IDENTIFY: Christian Symbolism in Works of Art	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.	Recognizing calligraphy as an art form	oil pastels watercolors color pencils crayons
Sketching	TEXTURE: distinguish between visual and tactile.		chalk pastels
PORTFOLIO: continued by favorite art work	SPACE: atmospheric (birds eye view)		charcoal pencils brayer printing ink
	VALUE: Color value scale		pen and ink
In addition to all of 5 th , 6 th grade skills	FORM: geometric and abstract tessellations		acrylic paint

**Diocese of Allentown – Elementary Art
Grade Eight Art Curriculum**

Skills	Elements	Principles	Medium
Write about an artist and one of their specific art works	LINE: distinguish different types: curved, straight, vertical, horizontal, action, implied, contour, sketch, gesture, hatch, crosshatch.	PROPORTION: the human face and figure.	Age appropriate medium:
Include in Portfolio: 1 original piece (artist's choice)	SHAPE: recognize and draw basic shapes: two-dimensional, repeated, connected shapes, and symbols, symmetrical, asymmetrical.	MOVEMENT	tempera paint clay oil pastels
Art work should be matted on pre-cut construction paper or poster-board	COLOR: identify primary colors and mix secondary. Recognize warm and cool colors. Introduction to value shades and tints. Monochromatic, complimentary, analogous.	Pattern / Repetition	watercolors color pencils chalk pastels charcoal pencils crayons
CRITIQUE: 8 th grade entries	TEXTURE: distinguish between visual and tactile.	BALANCE: Radial symmetry	brayer printing ink
technical drawing skills	SPACE: atmospheric (birds eye view)		mosaic tiles
Incorporate writing in art work	VALUE: color value scale		pen and ink
In addition to all of 5 th , 6 th & 7 th grade skills	FORM: geometric and abstract tessellations		acrylic paint

Suggested Requirements for High School Portfolio:

- *Portrait
- *Still life
- Print
- Painting
- Collage
- Character (non-licensed)
- Religious Theme

ART RUBRIC FOR GRADES 1 THROUGH 8

CRITERIA	4	3	2	1
Listens and Follows Directions	consistently listens and follows directions, always demonstrates responsibility with art materials	usually listens and follows directions, usually demonstrates responsibility with art materials	occasionally listens and follows directions, occasionally demonstrates responsibility with art materials	rarely listens and follows directions, misuse of art materials
Participates in Art Assignments	works independently, always completes project, always cleans up after project completion	usually completes project, usually cleans up after project completion	occasionally completes project, occasionally cleans up after project completion	rarely completes project, rarely cleans up
Demonstrates Artistic Proficiency in Various Mediums	consistently demonstrates artistic proficiency in various mediums	usually demonstrates artistic proficiency in various mediums	occasionally demonstrates artistic proficiency on various mediums	rarely demonstrates artistic proficiency in various mediums
Exhibits Creativity and an Appreciation of Art Styles	consistently exhibits creativity and an appreciation of art styles	usually exhibits creativity and an appreciation of art styles	occasionally exhibits creativity and an appreciation of art styles	rarely exhibits creativity and an appreciation of art styles

Art Timeline

2000,00 BC

Prehistoric Art

10,000 BC

Neolithic-period Chinese

3,000 BC

Egyptian Art

2000 BC -1200 AD

Crete

1700 BC

Chinese Calligraphy

600 BC -200 BC

Greek & Etruscan

200 BC- 100 AD

Roman

400 AD-600 AD

Byzantine

1000 AD

Romanesque

1150-1250

Gothic

1400-1500

Early Renaissance

1500-1600

High Renaissance

1600

Baroque

1700

Rococo

1750

Neo-Classicism

1800

Romanticism-Realism
American - Romanticism
Hudson River School

1850

Pre-Raphaelites

1874-1880

Impressionism

Post - Impressionism
Pointillism

1888

African American Artists

1888-1925

Art Nouveau

1905-08

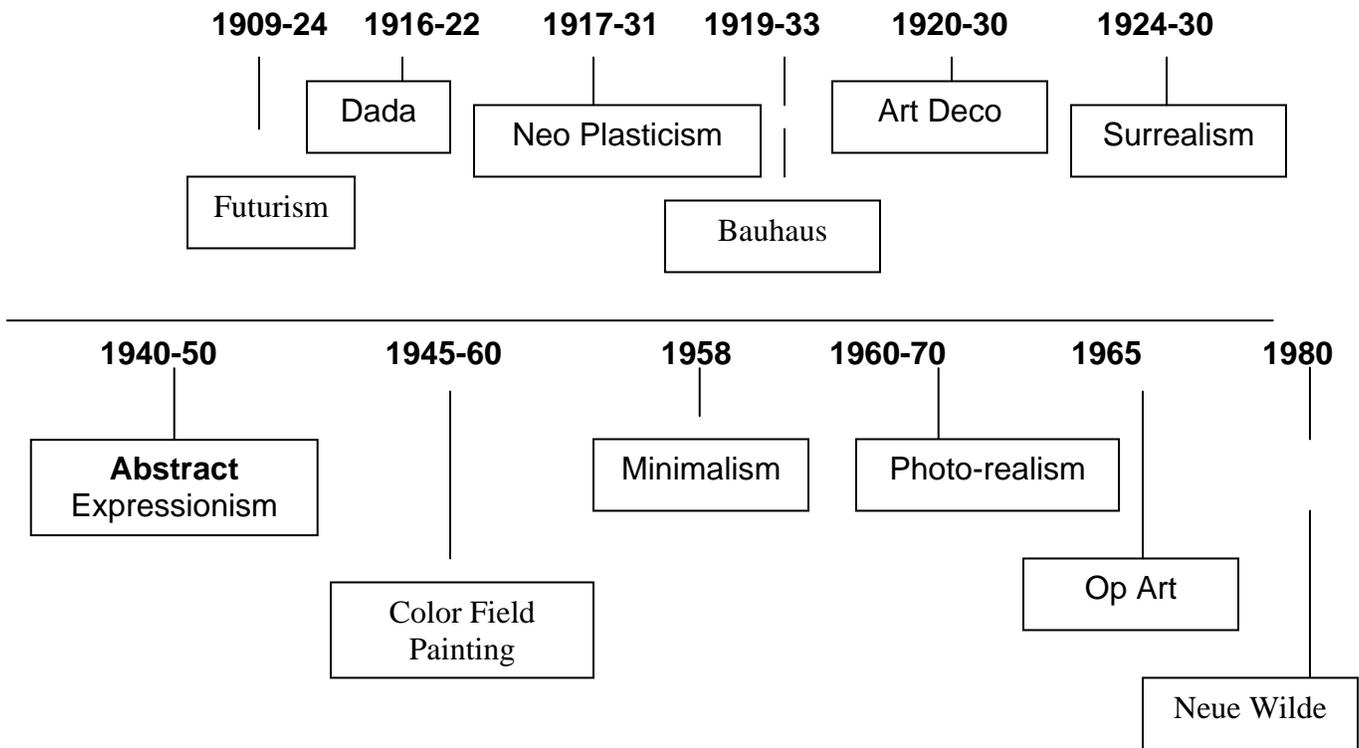
Abstraction
Fauvism

1905-13

German Expressionism

1907

Cubism



Prehistoric Art

The Cave Paintings: The earliest known paintings are the Cave paintings which date back t about 20,000 B.C. They were discovered during the past 100 years on the walls of caves in France and Spain. The cave paintings have a simple flat appearance and each one usually features a single animal. Sometimes this animal is one, which no longer exists or else lives only in regions much further north. The artists used paints made from clay and stones, limiting the colors to the Earth tones. These per-historic paintings have survived because they were preserved in the darkness and special atmospheric conditions, which exist deep within caves or tombs. Very few examples of painting have been discovered from the long period of approximately 14,000 years which followed the Cave Paintings.

Ancient

Although much more detailed and elaborate than the Cave paintings, the paintings from 3000 B.B. to 1300 B.C. were limited to the same two dimensional appearances because the technique of perspective and the use of shadows had not yet been adequately developed. Mazonowicz, Douglas – Serigraphs of Prehistoric animals. Caves of Lascauz France, Altamira, Spain.

Egyptian Paintings

Recorded history began in Egypt about 3000 B.C. Much of it was revealed to us through the discovery of elaborate tombs, which had been prepared for noblemen and kings. The walls of the rooms inside the tombs were covered with paintings of everyday life – hunting, fishing, harvesting, eating, playing music, dancing, making jewelry, cutting hair, attending a party etc. Most of the faces are shown in profile with the shoulders facing front, indicating that these artists had difficulty drawing a full face or a side view of the shoulder. Most of the women in the paintings are wearing strange black wigs and their skin is painted a much lighter color than that of the men. Indeed most of the women look alike and most of the men look alike, since the artists made no attempt to portray any individual characteristics.

Architecture

Pyramids

King Tutankhamen

Temples

Sculpture

Relief

Textiles

Create 2000 B.C. – 1200 A.D.

The Palace of Minos at Knossos was discovered in recent years on the island of Crete. Paintings on its walls portray animals, flowers, birds, and imagery scenes, as well as human figures. Here the men are also painted darker than the women, but both the men and the women are freer and more graceful than in the Egyptian paintings. Other wall paintings depicting scenes of hunts and battles have been discovered in the Palace of Mycenae and the Palace of Tiryns, both on the mainland of Greece.

Greek and Etruscan Sculpture and Architecture

From the 7th to the 3rd century B.C. the Greeks produced their finest thinkers and artists. Because many famous examples of sculpture and architecture from this period still survive, we tend to speak of the masterpieces of Greek Art as temples and statues. Greek sculpture was primarily religious. They worshipped their deities in human form. The temples were built to house these forms. Statue of Apollo (460 B.C.), from the West Pediment of the Temple of Zeus at Olympia. The Parthenon (447 – 432 B.C.), Acropolis, Athens, Greece.

Painting

Painting however was equally important at the time. Unfortunately all the paintings, which decorated the walls of the temples, have been destroyed. The only remaining examples of Greek painting from this famous period are the beautiful Vase paintings with which they decorated their pottery. Some experts believe that lost paintings of the Greeks may have resembled the Etruscan tomb paintings which date from the 5th century B.C. The Etruscans who live in what is now Central Italy were great admirers of the Greeks. The figures in their paintings are well proportioned and have an almost three-dimensional appearance.

Roman

Both the Greeks and the Etruscans influenced the art of the Romans who conquered them. Many of the Roman wall paintings from the 1st century B.C. to the 1st century A.D. survive because of a catastrophe. They were buried, and thus preserved by the eruption of Vesuvius in 79 A.D. These paintings located in Pompeii, Herculaneum, and Stabiae, include landscapes, portraits, still life's and garden scenes. Some have an airy quality that is almost impressionistic. The tomb paintings in the city of Rome, which date from the early centuries A.D. are known as the catacomb paintings and are the first paintings to exhibit Christian themes.

Roman Sculpture

The Romans had a need to praise the deeds of their emperor and the grandeur of Roman. Their figures became very expressive and realistic. They fell into two classes, portraits and historical reliefs. The Arch of Titus, relief, Rome, Italy, The Triumph of Titus, (c. 82 A.D.), and Caracalla (c. 215 A.D.), Princeton University Art Museum.

Early Christian and Byzantine Art

In 323 A.D. Constantine the Great moved the capital of the Roman empire to Byzantium (Constantinople). By shifting the seat of Imperial power resulted in splitting the realm and led to a religious split as well. Differences in doctrine developed in the west in Rome known as Catholic, and the East or Orthodox Church in Constantinople began. Pantheon, Rome, 400B.C.

Romanesque Period 1000 A.D.

Medieval Middle Ages

Spans one thousand years from the fall of the Roman Empire in the 5th century to the Renaissance in the 15th century.

Typically divided into three periods:

Early Medieval (ending in the 10th or 11th century)

Romanesque (10th to 12th century)

Gothic (12th to 15th century)

The Gothic style began with architecture. Europe was leaving the Dark Ages behind and moving into a period of prosperity. Christianity promoted the construction of magnificent cathedrals. Naturalism entered the world of painting.

Medieval – Middle Ages

Suits of Armor
Swords, shields, etc.
Castles

Gothic

Term coined for Architecture from 1150 – 1250
Great Cathedrals
sculpture 1220 – 1420
Painting 1300 – 1350 in Italy.
Notre Dame, Paris
Chartres Cathedral, Giotto Lorenzetti 1250

Paintings

Giotto
Pietro Lorenzetti
Hubert and Jan Van Eyck
Giovanni di Paolo

Renaissance

The Renaissance included the 14th and 15th centuries. It represented the climax of Gothic town life in Italy with the consequent emphasis on the importance of the individual and the world in which he lived. With this stress on the dignity and humanity of the individual came an interest in the structure of the human body and the physical appearance of the environment in which the body moved. From these interests the artists of the 14th and 15th centuries developed anatomy, linear and aerial perspective, projective geometry and other devices that could enable them to accomplish their aim of showing the new man in the new world.

Italian Renaissance painters

Early Renaissance

14th Century to 15th Century

Giotto di Bondone
Fra Angelico
Fra Filippo Lippi
Sandro Botticelli
Leonardo Da Vinci

Antonio Allegri Corregio

Raphael Sanzio
Tintoretto
Arcimboldo

High Renaissance

1500 – 1530 and the 16th Century

Michelangelo Buonarroti
Titian

Renaissance

Northern Europe: Born out of an interest in Italian Art

German Painters:

Albrecht Durer-woodcuts and engravings, scientific perspective and proportion

Hans Holbein the Younger-portraiture

Albrecht Altdorfer-accomplished landscape painter, awesome grandeur

Flemish Painters:

Peter Paul Rubens-dynamic, glowing paintings

Rogier van der Weyden-emotional and dramatic in style

Hieronymous Bosch-eccentric painter of religious topics, such as the torments of hell

Jan Van Eyck-skilled oil painter, total detail, refined, realistic form

Spanish Painters:

El Greco-Mannerism (away from balance & harmony of Renaissance, used intense emotions), elongated figures, unusual coloring

Diego Velasquez-Baroque artist (grandeur, appeal to senses, dramatic)

Master of realistic technique

Mexican Painters:

Diego Rivera-murals of Mexican life and history

Frida Kohlo-emotional self-portraits

Native American Artists (kinship with nature, use of visual symbols such as

Sun, moon,

animals, plants)

Maria Martinez-pottery

Primitive Painters (without formal training)

Henri Rousseau

Edward Hicks

Horace Pippin

17th & 18th Century America

Benjamin West

Charles Wilson Peale

Gilbert Stuart

20th Century America

painters

Joseph Pickett

Fred Beaver

Cornelius Krieghoff

2009

3-D mobiles, stables

Alexander Calder

Architects

Robert Smith

John Haviland

William Strickland

Frank Furness

Louis Kahn

Robert Venturi

Thomas U. Walters

19th Century American Impressionists

James McNeil Whistler

Mary Cassatt

William Merritt

Chase

Childe Hassam

Black American Artists

Charles Allston

Romare Beardon

Jacob Lawrence

Henry Ossawa Tanner

Faith Ringgold

Horace Pippin

17th Century Dutch

Frans Hals

Joannes Vermeer

17th Century Dutch Painting & Printmaking

Rembrandt van Rijn

17th Century French

Georges de la Tour

Claude Lorrain

18th Century French

Jean Baptiste Chardin

Jean Honore Fragonard

18th Century English

Joshua Reynolds

Thomas Gainsborough

19th Century Romanticism (imaginative, dreamlike, mystical) and Realism

Francisco de Goya

J.M.W. Turner

John Constable

Eugene Delacroix

Camille Corot

19th Century Realist

Honore Daumier

Charles Daubigny

Neoclassical Painters (linear, balanced, formal, cool-toned)

Jean Auguste Ingres

2009

19th Century Romantic / Hudson River School

Thomas Cole Church	George Innes	Frederick Edwin
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Realist Genre Painters

Winslow Homer Tanner Francois Millet	Thomas Eakins	Henry Ossawa
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Sculptors

Auguste Rodin	Frederic Remington	Louise Nevelson
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Western Painters

Georgia O'Keefe	Frederic Remington	
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19th & 20th Century English Book Illustrators

Randolph Caldecott Beatrix Potter	Kate Greenway W.W. Denslow	Edward Lear Ernest Shepard
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19th & 20th Century Book Illustrators

N.C. Wyeth	Howard Pyle	Norman Rockwell
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20th Century American Realists

Edward Hopper	Andrew Wyeth	Ben Shahn
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French Impressionist Painters (general impression of light and color)

Edouard Manet Mary Cassatt Renoir Berthe Morisot	Auguste Rodin Claude Monet	Edgar Degas Pierre Auguste
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United States

James McNeil Whistler Thomas Eakins	Henry O. Tanner	Winslow Homer
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Post-Impressionist Painters (more creative and emotionally charged than Impressionists)

Paul Cezanne Odilon Redon Henri de Toulouse Lautrec	Henri Rousseau Vincent Van Gogh Paul Gauguin	Georges Seurat Pierre Bonnard
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Symbolism (concentrated on the metaphysical and psychological aspects)

Aubrey Beardsley Odilon Redon	Pablo Picasso (Blue Period)	
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2009

Mark Rothko

Morris Louis

Josef Albers

Pop Art (focus on familiar images of the popular culture)

Jasper Johns

Roy Lichtenstein

Andy Warhol

Chuck Close

Photo Realism

Janet Fish

Japanese

Katsushika Hokusai

Chinese

Wang Yani

GLOSSARY

Abstract A type of art executed in lines, shapes, and colors without reference to the appearance of natural objects.

Aesthetic Literally, sensitive to art and beauty, generally used as a philosophy of beauty.

Analogous Colors that appear next to one another on the color wheel.

Architecture The art of designing and planning the construction of buildings, cities and bridges.

Area An enclosed limited flat surface.

Assemblage A three-dimensional work of art consisting of many pieces joined together.

Asymmetrical A type of visual balance in which two sides of a composition are different yet balanced. The two sides are equal without being the same.

Background Parts of artwork that appears to be in the distance or behind the objects in the foreground or the front.

Balance A principle of design that describes the arrangement of parts of an artwork. An artwork that is balanced seems to have visual weight or interest in all areas.

Bi-symmetrical A kind of balance where the things on each side of a center line are the same.

Block Print Any design cut into a linoleum or wood block for reproduction purposes. A product of this process.

Brayer A small roller used for inking type, plates, or blocks by hand.

Center of Interest The part of an artwork which attracts the viewers eye.

Charcoal A soft drawing material made from charred wood or vines.

Collage A work of art created by gluing bits of paper, fabric, scrapes, photographs or other material to a flat surface.

Complementary Colors that are directly opposite each other on the color wheel.

Composition To create, form or design something by arranging separate parts to create a whole.

Contour A line which shows or describes the edges, ridges, or outline of a shape or form.

Cool Colors Colors often connected with cool places, things or feelings.

Crayon Resist A process in which a drawing is made with wax crayon covered with a coat of paint.

Critique To analyze a work of art in a positive manner.

Design The arrangement of elements in a work of art.

Elements of Design The visual tools used to create art work. They include color, form, line, shape, space, subject, and texture.

Exhibit A display or show of artwork

Focal Point An area of artwork that attracts attention.

Foreground The part of an artwork that seems closest to you.

Form That which gives or determines the shape of an object.

Hue Refers to various kinds of colors as arranged on the color wheel. Also the name of a color.

Intermediate Color A color made by mixing a secondary color with a primary color.

Landscape Art work that shows natural scenery such as lakes, mountains, trees, and valleys

Line A mark with direction and length. A line can be two –dimensional (pencil line on paper), three-dimensional (wire), or implied (separate points).

Monochromatic One color with all its tints and shades.

Montage A form of collage in which photographs are combined to produce an art product.

Mosaic An artwork made of stone and ,or glass set into cement.

Mural A painting or artwork executed directly on a wall or ceiling.

Negative Space The empty space in a piece of artwork.

Oil Pastel An oil based crayon.

Pastel A chalk -like crayon.

Pattern A design using a repeated motif.

Perspective The look of depth on a two dimensional-surface.

Portfolio A sample of an artists work.

Portrait The representation of a person or animal.

Primary Colors Red, yellow and blue. These three basic colors are used for mixing other colors.

Printmaking The printing process in which multiple images are made.

Proportion Relation of one part to the whole. Relative size of the visual elements in a composition.

Secondary Colors Orange, green, and purple; produced by mixing two primary colors together.

Self Portrait An artwork of ones self.

2009

Silhouette A two dimensional outline of an object.

Shade A dark value of a color.

Still Life An arrangement of objects that are not alive and cannot move.

Tessellations Shapes that do not overlap and have no gap. See M.C Escher

Textile Any material that is woven.

Texture The way a surface feels.

Three –dimensional Artwork that can be measured by height, width, and depth. This artwork is not flat.

Tint The value of a color made by adding white.

Two-dimensional Artwork that is measured in height and width.

Value The amount of dark and light in a color. More light the higher value, less light lower value.

Wash A very thin coat of paint.

Resources for Educators

Art Starters - Ande Cook

Art from Many Hands - Jo Miles Schuman

Art Curriculum Activities Kit - Barbara McNally Reuther

Art for the Very Young - Elizabeth Kelly & Joanne McConville

Adventures with Art (grs. 1-6)- Sarah Jenkins, Margaret Foote

Classroom Art - (R. I. C. Publications) (Lower, Middle and Upper primary level books available)- Amelia Ruscoe

The Annotated Mona Lisa (a crash course in art history from prehistoric to post modern)-Carol Strickland

Hooked on Painting - Sandy Brooke

Hooked on Drawing - Sandy Brooke

The Art Teacher's Books of Lists - Helen Hume

Discovering Great Artists - Solga Kohl

Essential Modern Art - Robin Blake

Essential Picasso - Laura Payne

How to Teach Art to Children - Joy Evans, Jo Moore

Let's Meet Famous Artists - Harriet Kinghorn, Jacqueline Badman, Lisa Lewis-Spicer

Start with Art - Sue Lacy

The Life, Times and Art of Leonardo - Crescent Books, New York

Drawing with Children - Mona Brookes

Drawing for Older Children and Teens - Mona Brookes

The Art of Teaching Art to Children - Nancy Beal

Pop Art - Tilman Osterwold

Gardner's Art through the Ages (the "Bible" of art history) - Richard

Tansey, Fred S. Kleiner

Art Integration

Language Arts

Art Projects - Introducing Art Form, Media, and Technique with Children's

Picture Books - Howard Blount, Jr. & Martha Venning Webb

Teaching Art with Books Kids Love - Darcie Clark Frohardt

Religion

Symbols of the Church - Abingdon Press

Signs & Symbols in Christian Art - George Ferguson

How Great Thou Art - A website by Barry Stebbing [Christian Art Resources](#)

The Face Jesus in Art - DVD (Available at Amazon.com)

Picturing Mary - DVD (Available at Amazon.com)

Easter in Art - Kultur DVD (available at Kultur Films or Amazon.com)

Math

Teaching Tessellating Art - Jill Britton, Walter Britton

Math Art Projects and Activities - Carolyn Ford Brunetto

Science

Making Kites - David Michael

Beautiful Junk, Creative Classroom Uses for Recyclable Materials - Karen Brackett & Rosie Manley

Social Studies

Egyptian Designs - Dianne Gaspar

Ancient Egyptian Designs for Artists and Craftspeople - Eva Wilson

North American Indian Design - Paul E. Kennedy

Resources for Students

Getting to Know the World's Greasest Artists - Mike Venazia (series, books and videos)

Famous Artists - Nicholas Ross (series) Barron's

Art for Children - Ernest Raboff (series) Harper & Row

Masterpieces - A Fact-Filled Coloring Book - Mary Martin

Kids' Flower Mandalas, Kids' Mandalas, Kids' First Mandalas- Sterling

Publishing Co. Inc., New York

The Drawing Workbook - Line - Art Sherwyn

Multimedia Resources

Art powerpoint presentations on the web - [PowerPoint](#)

Picturing America Website [America](#)

World Wide Web Virtual Library: History of Art [Art History](#)

Art Education 2.0 arted20.ning.com

Curator's Corner <http://curatorscorner.blogspot.com/>

Periodicals

arts & activities -www.artsandactivities.com

schoolarts - Davis -schoolartsonline.com

Useful Internet Links

diocese schools

<http://www.allentowndiocese.org>

religious sites

<http://www.revelation-today.com/A1Bible%20Symbols.htm#Trumpet>

lesson ideas

<http://www.lessonplanspage.com/Art.htm>

<http://www.princetonol.com/groups/iad/lessons/elem/elemlessons.html>

<http://www.crayola.com/lesson-plans/>**

www.kinderart.com

www.artsonia.com

<http://www.keyarts.ws/>

Notes and Additional Lesson Ideas