



# Fine Arts: Elementary Syllabus

## Instructor Information:

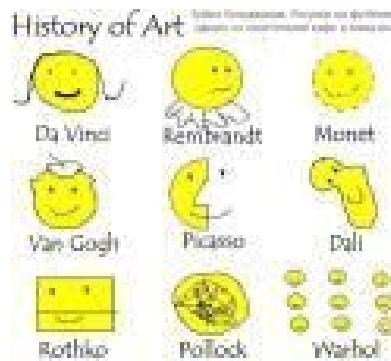
**Instructor:** Mrs. Frances Chapman

**Room:** Art Rm. #315 or Media Ctr.

**Office Hours:** Monday -Friday 8:00 am - 8:30 am,  
or by a specific scheduled *Appointment*

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## Course Description

The visual arts scope and sequence framework identifies the major expectations considered essential in children. These expectations are arranged into four strands: creative processes, elements of art and design, visual arts in society and reflection and appreciation. Each of the strands is addressed separately, although in practice they are interactive and interrelated elements. In creative processes, students explore, develop and express their ideas using visual arts. In elements of art and design, students consider the practical and theoretical aspects of art and design: line, shape, form, colour, texture and pattern as well as balance, emphasis, rhythm, unity, variety, repetition, proportion, tension, contrast and space. They also understand the importance of taking care of tools and materials and are aware of health and safety aspects associated with using a variety of tools and materials. Visual arts in society looks at the role visual arts play in their own society and in diverse cultures, both historical and contemporary. In reflection and appreciation students study and appreciate artworks from a range of cultures and media (including their own work) to develop their understanding of the principles of art and design in the world around them. Visual arts as a discipline includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Visual arts enable students, including EAL students, to communicate in powerful ways that go beyond their spoken language ability. Through visual arts, students can begin to construct an understanding of their community, their environment, their own feelings and emotions and to develop their cultural awareness.

***“Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.***

” Quentin Blake, Children’s Laureate. 1999. Quoted in The National Curriculum Handbook for Primary Teachers in England. Department for Education and Employment, and Qualifications and Curriculum Authority.

## **Course Structure**

Visual arts are both active and reflective. Students will be given opportunities to reflect upon their work and the work of others as well as being actively involved in creating. There will be collaborative activities with other students. Students will draw on a wide range of stimuli in their visual arts education: contemporary and historical arts in a variety of media, their own imagination, real-life experiences, feelings and beliefs. Artworks can even develop naturally from stories giving them meaning and allowing the students to take ownership of them. Students will view the works of various artists. They will display their work informally as well as formally to help develop an awareness of the audience through practical application. A PYP visual arts classroom provides an environment that stimulates and challenges students.

## **Online Resources**

- RenWeb
- Google Classroom
- [http://art.scholastic.com/?eml=CM/e/20121016//NL///Art///&ym  
\\_MID=1442588&ym\\_rid=1775114](http://art.scholastic.com/?eml=CM/e/20121016//NL///Art///&ym_MID=1442588&ym_rid=1775114)

## **Student Learning Outcomes**

The student learning outcomes for this course can be found on the Archdiocese of Atlanta Schools Curriculum Guides and IB Subject guideline as shown below:

Assessment is an integral part of effective teaching and learning of visual arts. One of the main strategies of assessment will be teacher observation of student performance. Every time a student is creating or reflecting on a piece of artwork, either their own or by others, they are participating in an activity that may be assessed. The independent application of a taught technique to a variety of situations allows the teacher to ascertain whether students have transformed their new skills and knowledge into other settings. Student self-assessment also gives teachers an indication of how students feel about visual arts and their own strengths and weaknesses. In addition to selected pieces of artwork, both in progress and completed, teacher observations, rubrics and selfevaluations may be used to access the student’s portfolio.

## Scope & Sequence

**Age range: 3–5 years:** Overall expectations Children will enjoy working both individually and in small groups. They will begin to develop an understanding of the varied functions and uses of different materials and tools. They will learn to choose the best materials and tools for a particular task and to care for them appropriately. Children will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning. For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 12 Making the PYP happen): creative processes, elements of art and design, visual arts in society and reflection and appreciation.

**Age range: 5–7 years:** Overall expectations Students will use first-hand source materials, including their immediate environment and their imagination as an inspiration for their work. They will exhibit an increasing ability to concentrate on and complete a piece of artwork. They will discover and develop their own preferences and individual interests, which will contribute to the development of understanding and artistic vision. They will continue to explore the use of a wide variety of materials, tools and media and will draw on their increasing knowledge and skills to express their ideas, observations and feelings. Students will be exposed to and will respond to both western and non-western artifacts and artworks and will become familiar with the process of reflection and how to appreciate their own and others’ artworks. Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning. For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 12 Making the PYP happen): creative processes, elements of art and design, visual arts in society and reflection and appreciation.

**Age range: 7–9 years:** Overall expectations Students will establish a foundation of self-awareness about their own interests and preferences in art. They will develop this interest by exploring and experimenting with a variety of tools, materials and techniques. Students will exhibit confidence in choosing tools and materials that are appropriate for their artworks and that reflect their growing individual creative vision. They will exhibit greater control and purpose in their use of a variety of media and tools. They will make initial sketches and will be aware that a piece of artwork requires thought, planning, effort and revision. They will discuss their work using specific art vocabulary and will be increasingly aware of the fact that other students and groups will produce work that varies in style and content. Students will search beyond the classroom for resources and begin to see links with other areas of the curriculum. They will respond reflectively to the artwork of others. Students will have the opportunity to identify and reflect upon “big

ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning. For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 12 Making the PYP happen): creative processes, elements of art and design, visual arts in society and reflection and appreciation.

**Age range: 9–12 years:** Overall expectations Students will develop confidence in seeing themselves as artists and will have a growing appreciation of their individual artistic interpretation and vision. Their responses to tasks will demonstrate increased levels of technical detail and heightened levels of sophistication. They will continue to develop skills of observation and to seek out a variety of resources. They will be confident in the everyday use of sketchbooks for recording observations, ideas, pattern and colour. They will choose the appropriate materials for the task, building on previous skills and experiences when using a variety of materials. They will develop the skill of looking at artworks and artifacts from different periods and will draw conclusions and make predictions about their function. Students will work well, both alone and in groups, and will be sensitive to the work of others, suggesting modifications and discussing reactions constructively. They will be aware of the elements and principles of art and design and will develop a more critical stance to their own immediate environment. Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning. For the purpose of this scope and sequence, the strands have been grouped as follows (adapted from Fig 12 Making the PYP happen): creative processes, elements of art and design, visual arts in society and reflection and appreciation.

## Graded Fine Arts Activities

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Grades will be based on level of participation, behavior, and project completion; based on teacher observation. Student grades will be over a nine-week grading period.

### Viewing Grades in Renweb

Grades will be posted to Renweb Quarterly.

# **Course Policies**

Attend class and be actively engaged in discussion, individual and collaborative class work and the art making process.

A portfolio will be kept of each student's work. It will not be sent home until the end of the school year, as it is needed for displays and exhibits throughout the school year. You will be surprised in May to see all that your child has created. Some items may be sent home ahead of time. Be sure to notice the work displayed in the hall and stairwell outside the upstairs art room. It is rotated every few weeks. In April parents/students are invited to select at least one piece of work from their portfolio to be framed as a fundraiser for our Fine Arts program.

Thank you for your constant support of the ARTS here at SJS!

Sincerely,  
Frances H. Chapman