
Detailed Course Syllabus

Introduction to Curriculum

Art's Essentials is based on the Elements and Principles of Design. It is a multi media broad based curriculum with the goal of being on the exact specific skill level of each grade. This program will lay down the essential skills needed by teaching basic techniques in a variety of media. It will challenge them while they are learning but not be so overwhelming that they are frustrated. It is meant to inspire success. The lessons are time tested, scope and sequenced oriented-with one lesson building on the next. They start out with one class lessons, getting longer and more difficult with each grade level. The arts program is also cross curriculum, showing how what we are doing in art relates to what they are learning in the classroom. Not that we are there to back up classroom teachers, but that our program and what we are teaching can and does effect other areas of learning. The curriculum is meant to be flexible as all elementary art classes have to adjust their schedules to take in special testing, field trips, programs, fire drills, tornado drills, and whatever else gets thrown our way. Above all, as should be the goal of any curriculum, it is meant to develop well rounded, well educated, cultural citizens that can make a positive addition to society.

Organization

You can not teach in an elementary Art room without being highly organized. Just the very act of keeping up with all those students can be mind boggling. I always begin the year with seating charts for each class complete with their teacher's name and grade level organized in a binder. I put with it the class list. Each class has a labeled divider. This helps to maintain discipline by knowing each child's name and allows you to place them where they can work most efficiently. I try to separate best friends, and place a boy across from a girl. I try to leave an empty chair between the kids if possible only filling it if the schedule is loaded with more than one class at a time, or if a non English speaker comes in and needs to be paired with a bilingual child who speaks their language. I also pair up gifted kids with those who need extra encouragement to stay on task and will ask them quietly at my desk if they can be my special helper with a child who needs extra help. I don't always asked just the gifted kids, but those who usually understand what we are doing and whose ego might get a boost from the opportunity to help out. Four kids per table is usually a good number.

Organizing the enormous amount of paper work is also a must. I keep large plastic storage crates with the teacher's names on them, one for each class. All papers go into the box. I sometimes up in progress papers on top of the boxes to separate them from the ones already finished. All papers are placed into a portfolio at the end of the year for the students to take home.

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All supplies for all grades are completely organized by media. I have a material cabinet, one for computer equipment, one for drawing paper, etc. Boxes inside each are kept neat and orderly with labels on the end saying what is in each one. It makes it a lot easier for inventory when ordering.

Donations are solicited at the beginning of the year with a note home asking for items we will need on strictly a voluntary bases. They are items that we can recycle like berry crates and plant flat trays. I get all my material this way. I have even gotten businesses to donate aprons and other items. Print shops are great for paper as they continually throw away out of stock items. Restaurants with teens wearing aprons will donate worn ones that may have a missing logo but are otherwise in good shape. I have gotten reams of computer paper, office furniture when they redecorate and computer supplies. Trays for supplies on the tables, seeds for the butterfly garden, carpets for group time, and many other things have come my way over the years. Keep an open mind and throw away what you don't think the kids should be exposed to (magazines with questionable articles, smoke reeking yarn, etc.) Things I cannot use I thank the giver with a smile and put in the teacher's lounge for the classroom teachers. I also get my treats this way. I ask for old McDonald type toys as long as they are clean and don't look like the dog chewed them up. Kids will act their best to get them. Even 4th graders! I usually pick one good boy and one good girl from the classes. Not in every class, just randomly.

I have two open shelf supply areas in my classroom. One is a donated story supply center with shelves above and draws below. The other is just an open storage shelf unit. One is by the window with supplies we may use all year, like protractors, plastic lids, markers, colored pencils and the like. The other is by my desk and has the supplies specific to what we are doing right then in easy reach of the kids. I keep supplies that may harm the younger kids on my desk, such as compasses or weaving needles. All paint supplies are kept by the sink. I have a double sided drying rack for paintings to dry on. It holds a whole days worth of projects. Just make sure the students start at the bottom and don't skip any rows. They can be taught this with a little supervision and lots of encouragement. Aprons are on a coat rack on the wall next to the sink area.

Keep areas divided in your classroom if possible. I have tables in a horseshoe arrangement around where we do group time. The computers are on the wall by my desk away from the flow of traffic to and from the sink and away from the tables where they might get splatted. I keep them covered when not in use.

I have two doors in the art room, one for coming in and one for going out. It helps the flow of traffic not get crossed up. I try to not let the next class in until the other has left, though it may be hard if the teacher is held up in a conference. If that is the case I let the other class sit against the wall in the hallway and then bring in the next class and get it started monitoring the other class as I go.

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Unit 1 Intro to Art

- 1:1a Rules and Expectations
- 1:1b Elements and Principles of Design
- 1:1c Art Defines Culture
- 1:1d Different Disciplines of Art

Unit 2 Self Discovery

- 2:1 Self Discovery-Self Portrait with Crayon
- 2:2 Self Discovery-Drawing Your Family
- 2:3 Self Discovery-Your Drawing Style
- 2:4 Self Discovery-Portfolio Your Artwork Collection

Unit 3 Drawing

- 3:1 Drawing-Line Study
- 3:2 Drawing-Value Scale
- 3:3 Drawing-Spheres
- 3:4 Drawing-Contour Drawing
- 3:5 Drawing-Digital Photography Portraits
- 3:6 Drawing-Digital Photography Self Portraits with Pencil

Unit 4 Art History

- 4:1 Archeology meets Art History-King Tut

Unit 5 Kinetic Sculpture

- 5:1 Paper Sculpture-3-d Kinetic

Unit 6 Texture

- 6:1 Texture-Cornucopia
- 6:2 Texture-Yarn Angel
- 6:3 Texture-Weaving

Unit 7 Computer Graphics

- 7:1 Computer Graphics-Digital Camera Portraits
- 7:2 Computer Graphics-Elements and Principals
- 7:3 Computer Research-Art History Timeline

Unit 8 Ceramics

- 8:1 Ceramics-Coil Pot

Unit 9 Marbling

- 9:1 Marbling- Valentine's Day

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Unit 10 Movement

10:1 Movement-St. Pat's Headbands

Unit 11 Landscape Architecture

11:1 Landscape Architecture-Butterfly Garden

Unit 12 Painting

12:1 Painting-Color Wheel

12:2 Painting-Environmental

12:3 Painting-Folk Art

Unit 13 Printmaking

13:1 Printmaking-Japanese Gyotaku Fish

Unit 14 Color

14:1 Color-Complimentary, Monochromatic, and Analogous

Unit 15 Sculpture

15:1 Sculpture-American National Monuments

15:2 Sculpture-Space Stations

Unit 16

16:1 Art Appreciation-Art Museum, Craft Fair, or District Art Show

Unit 17 Year End

17:1 Portfolio Wrap up

17:2 End of the Year Wrap up

Unit 18 California Standards

18:1 California Cultural History

18:2 Religious Influences on California Art and Architecture

18:3 Interpreting Art through Dance