

## DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

ART STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Product/Performance</b>										
A.1	Use a variety of medium to draw and develop self-expression	I	D	D	D	D	D	D	D	D
A.2	Use a variety of medium to paint and develop self-expression	I	D	D	D	D	D	D	D	D
A.3	Produce a line using crayon, pencil or marker	I	D	M	R	R				
A.4	Produce pictures or designs with a variety of drawing tools (pencil, crayons, markers, chalk)		I	D	D	D	D	D	D	D
A.5	Combine primary colors to create secondary colors		I	D	M	R				
A.6	Mix two colors to create a third color			I	D	M	R			
A.7	Mix intermediate colors						I	D	D	M
A.8	Fill an area with solid color, using drawing tools (crayon, pencil, marker)	I	D	M	R	R				
A.9	Change pressure to create two values using drawing tools (crayon, pencil, marker)			I	D	D	D	D	D	M
A.10	Layer two or more colors using crayon, colored pencil, or oil pastel			I	D	M	R	R	R	R
A.11	Create light, medium, and dark values using pencil					I	D	D	D	D
A.12	Create texture or surface quality using any drawing media						I	D	D	D
A.13	Use variety of expressive lines to create texture							I	D	D
A.14	Use pencil or marker to draw a continuous line from observation that describes an object					I	D	D	D	D
A.15	Use brush and other found objects to create different effects (sponges, Q-tips, cardboard)		I	D	D	M	R			
A.16	Apply paint in even strokes to create a watercolor/thinned tempera wash			I	D	D	M	R	R	R
A.17	Apply watercolor paint to wet areas to blend color (wet on wet technique)					I	D	D	D	D

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A.18	Using tempera paints, add color to white to create a tint					I	D	D	D	M
A.19	Using tempera paints, add black to a color create a shade					I	D	D	D	M
A.20	Use effective transparent and opaque painting techniques					I	D	D	D	D
A.21	Apply layers of watercolor paint from lightest to darkest colors						I	D	D	D
A.22	Use color to express moods and spatial relationships							I	D	D
A.23	Create a variety of colors, tints, and shades by mixing pigments								I	D
A.24	Use a variety of brush strokes to create various textures								I	D
A.25	Create a composition of lines and shapes using general software (Microsoft paint tools)								I	D
A.26	Demonstrate a simple print making technique (e.g. stamping, thumb or hand prints, objects)	I	D	M						
A.27	Demonstrate a monoprint process		I	D	M					
A.28	Create a paper weaving, using plain weave (over one, under one, alternating rows)			I	D	M				
A.29	Demonstrate an additive process (string, cardboard, glue, found objects)				I	D	D	D	D	M
A.30	Create a fiber weaving using a simple loom(cardboard, straws, paper plate)					I	D	D	D	M
A.31	Demonstrate a subtractive printmaking process (styrofoam, linoleum, wood, eraser)						I	D	D	D
A.32	Manipulate fibers (e.g. threading needles, tying simple knots, sewing, wrapping, weaving, beading)							I	D	D
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A.33	Modeling with clay or a similar material: Create a sphere	I	D	M						
A.34	Create a clay pinch pot	I	D	M						
A.35	Modeling with clay or a similar material: pull and roll material		I	D	M					
A.36	Modeling with clay or a similar material: Create applied and impressed textures.						I	D	D	M
A.37	Modeling with clay or a similar material: roll, coil, and flatten to create a slab (trivet, coaster)						I	D	D	M
A.38	Modeling with clay or a similar material: Create a three dimensional artwork demonstrating appropriate joining									I
A.39	Fold paper and identify folded edge		I	D	M	R				
A.40	Manipulate paper to create low relief (e.g. curling, folding, tearing, and cutting)			I	D	M	R			
A.41	Cut a symmetrical shape from a folded piece of paper			I	D	D	M	R		
A.42	Apply a variety of paper folding techniques					I	D	D	D	M
A.43	Manipulate paper to create 3-D formations							I	D	D
A.44	Build or layer materials to create a relief					I	D	D	D	D
A.45	Combine simple forms to create a 3-D object/form which can be viewed from all sides (in-the-round)						I	D	D	D
A.46	Create a relief artwork by joining two or more surfaces (e.g. natural or manufactured clays, paper pulp, cardboard, found materials)							I	D	D
A.47	Create a three dimensional sculpture using variety of found objects (bottles, caps, lids, twigs, natural materials) [Deborah Butterfield, Louise Nevelson]							I	D	D
<b>ART STANDARDS</b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

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A.48	Use collage techniques to create landscape, still life, or portraits using paper, cloth, and string (e.g. Matisse)							I	D	D
A.49	Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g. paper mache, paper, plastercraft, cardboard, fibers)						I	D	D	M
A.50	Create an original artwork that communicates ideas about our faith (stained glass windows, statues, church architecture, religious paintings)							I	D	D
A.51	Create a three-dimensional artwork using carving techniques. Possible media choices could include clay, wax, soap, plaster, wood, styrofoam, commercially produced carving blocks							I	D	D
A.52	Figure: Create an original artwork of a figure in an action pose (Degas ballet dancers, Keith Haring figures)				I	D	D	D	D	D
A.53	Non-objective: Create an abstract design using lines	I	D	D	D	D	D	D	D	D
A.54	Portrait: Create an original picture of self or other person	I	D	D	D	D	D	D	D	D
A.55	Portrait: Create an original artwork showing family members		I	D	M	R				
A.56	Portrait: Exaggerate, distort, or simplify features to create an abstract portrait					I	D	D	D	D
A.57	Portrait: Create facial features in correct proportions							I	D	D
A.58	Landscape: Create a picture showing outside	I	D	D	D	D	D	D	D	D
A.59	Landscape: Create an original landscape based on different habitats (desert, rainforests, seascape)			I	D	D	D	D	D	D
<b>ART STANDARDS</b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
A.60	Landscape: Create an original cityscape				I	D	D	D	D	D

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A.61	Landscape: Create an original outdoor scene to show the illusion of space						I	D	D	D
A.62	Still Life: Create a still life from observation with one object (toy, food, game, sports equipment, lunchbox, tree)		I	D	D	D	D	D	D	D
A.63	Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life					I	D	D	D	D
A.64	Design wearable art (e.g. masks, jewelry, paper hats, decorating tee shirts, costumes)		I	D	M	R				
A.65	Create an example of graphic art (poster, illustration, advertisement, greeting card)					I	D	D	D	D
A.66	Compare differences found in various types of architecture					I	D	D	D	D
A.67	Create an original building based upon elements of architectural styles (type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)						I	D	D	D
A.68	Illustrate text							I	D	D
A.69	Create original artwork that communicates ideas about the following themes: People (family, friends); Indoors (classroom, kitchen, bedroom); Outdoors (seasons, nature)	I								
A.70	Create original artwork that communicates ideas about the following themes: People (self); Animals (pets, farm, zoo, wild); Things(toys, tools, food)		I							
A.71	Create original artwork that communicates ideas about the following themes: Nature; Places(school, home, stores, countryside)			I						
<b>ART STANDARDS</b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

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A.72	Create original artwork that communicates ideas about the following themes: Community; Group identity (family, classroom, groups, scouts, sports teams)				I					
A.73	Create original artwork that communicates ideas about the following themes: Missouri; the Environment; Time (past, present, future)					I				
A.74	Create original artwork that communicates ideas about the following themes: United States; Patriotism; World						I			
A.75	Create original artwork that communicates ideas about the following themes: Functions of art in culture (celebrate rites of passage, teach history and/or religion, decorate useful objects); Personal identity							I		
A.76	Create original artwork that communicates ideas about the following themes: Group identity; Nature								I	
A.77	Create original artwork that communicates ideas about the following themes: Environment; Time (past, present, future)									I
A.78	Explore art careers that are part of our daily lives (engineers, fashion design, video game designer, interior design, illustrators)									I

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<b>Standard B: Elements and Principles</b>										
B.1	Identify and use lines in a project	I	D	D	D	D	D	D	D	M
B.2	Identify and use straight, curved, thick, and thin lines	I	D	D	D	D	D	D	D	M
B.3	Identify and use zigzag, dotted, and wavy lines	I	D	D	D	D	D	D	D	M
B.4	Identify and use outlines		I	D	D	D	D	D	D	M
B.5	Identify and use horizontal, vertical, and diagonal lines				I	D	D	D	D	M
B.6	Identify and use contour lines						I	D	D	D
B.7	Identify and use contour lines to define a complex object							I	D	D
B.8	Identify and use converging lines							I	D	D
B.9	Use a variety of expressive lines to create texture							I	D	D
B.10	Identify and use rhythmic lines								I	D
B.11	Identify and use line and color to create rhythm and repetition (Op Art, Bridget Riley, Victor Varsarely)								I	D
B.12	Identify and use varied line quality									I
B.13	Categorize shapes as large, small, and medium	I,D	M	R						
B.14	Identify and use geometric shapes			I	D	M	R			
B.15	Differentiate between shapes and forms				I	D	D	M	R	R
B.16	Identify form as a three-dimensional concept consisting of length, width, and width				I	D	D	M	R	R
B.17	Identify and use geometric forms: sphere, cube, cylinder, and cone				I	D	D	D	D	D
B.18	Identify and use organic shapes					I	D	D	D	M
B.19	Identify the difference between organic (free form) and geometric shapes					I	D	M	R	R

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B.20	Identify and use organic forms					I	D	D	D	M
<b>ART STANDARDS</b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
B.21	Identify and use complex shapes (people, animals, vehicles)							I	D	D
B.22	Identify and use positive and negative shapes in two-dimensional work							I	D	D
B.23	Identify and use positive and negative forms in three-dimensional work								I	D
B.24	Identify and use rhythmic shapes								I	D
B.25	Identify and demonstrate relief sculpture					I	D	D	M	R
B.26	Identify and use the illusion of form: cube, sphere, cylinder, and cone						I	D	D	M
B.27	Differentiate between high and low relief								I	D
B.28	Identify and use a range of values to create the illusion of form									I
B.29	Identify and use different types of textures		I	D	D	D	D	D	D	D
B.30	Identify and use implied or simulated textures						I	D	D	D
B.31	Identify and use real/actual textures							I	D	D
B.32	Introduce and create a color wheel		I	D	D	D	M			
B.33	Identify the arrangement of colors on a color wheel						I	D	D	D
B.34	Identify and use primary, secondary, neutral colors	I	D	D	M	R	R	R	R	R
B.35	Identify and use warm and cool colors			I	D	D	M	R		
B.36	Identify and use tints and shades				I	D	D	M	R	
B.37	Identify and use intermediate colors					I	D	D	M	R
B.38	Identify and use monochromatic colors							I	D	D
B.39	Identify and use analogous colors								I	D
B.40	Identify and use complementary colors									I
B.41	Use color to create focal points					I	D	D	D	D
B.42	Identify and use light and dark values		I	D	D	D	M	R	R	R
B.43	Identify and demonstrate a value scale					I	D	D	M	R

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B.44	Identify and demonstrate color value (tints and shades)					I	D	D	M	R
<b>ART STANDARDS</b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
B.45	Identify and use a range of values									I
B.46	Identify and demonstrate the use of space		I	D	D	D	D	D	D	D
B.47	Identify and use foreground and background to create illusion of space			I	D	D	D	D	D	D
B.48	Identify and use middle ground, overlapping, and change of size to create illusion of space				I	D	D	D	D	D
B.49	Identify and use converging lines to create the illusion of space					I	D	D	D	D
B.50	Use line to depict illusion of depth						I	D	D	D
B.51	Identify and use a single horizon line						I	D	D	D
B.52	Recognize and use elements to create the illusion of depth by the amount of detail, converging lines, and change of scale and overlapping shapes							I	D	D
B.53	Identify and use positive and negative space							I	D	D
B.54	Identify and use one-point linear perspective to create the illusion of space									I
B.55	Identify and demonstrate the concept of middle or center		I	D	D	M	R	R		
B.56	Identify and use symmetrical (formal) balance			I	D	D	D	D	D	D
B.57	Identify and use asymmetrical in(formal) balance						I	D	D	D
B.58	Identify and use radial balance					I	D	D	D	D
B.59	Identify and create center of interest (focal point)				I	D	D	D	D	D
B.60	Identify and use color contrast			I	D	D	D	D	D	D
B.61	Identify and use size contrast			I	D	D	D	D	D	D
B.62	Identify and use value contrast					I	D	D	D	D
B.63	Identify and use shape, line, and size contrast					I	D	D	D	D
B.64	Identify and use texture contrast						I	D	D	D

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B.65	Identify and use a pattern by repeating a single shape, line, or color	I	D	D	D	D	D	D	D	M
B.66	Identify and create an alternating pattern (abab)		I	D	D	D	D	D	D	D
<b>ART STANDARDS</b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
B.67	Identify and create a complex pattern				I	D	D	D	D	D
B.68	Identify and use rhythm to create complex patterns								I	D
B.69	Identify and use progressive rhythm									I
B.70	Identify and create realistic facial proportions							I	D	D
B.71	Identify and use relative size (realistic scale)						I	D	D	D
B.72	Identify and use appropriate scale relationship									I
<b>Standard C: Aesthetics/Criticism</b>										
C.1	Identify the subject of artworks (portraits, landscapes, non-objectives)	I	D	D	D	D	D	D	D	D
C.2	Discuss a response to an artwork based upon the student's life experience		I	D	D	D	D	D	D	D
C.3	Explain different responses to different artwork		I	D	D	D	D	D	D	D
C.4	Compare different responses students may have to the same artwork		I	D	D	D	D	D	D	D
C.5	Explain that personal preference is not the primary criterion for evaluation of art			I	D	D	D	D	D	D
C.6	Discuss and develop answers to questions about art, such as <i>What is art? Should art look real? Should art be beautiful?</i>				I	D	D	D	D	D
C.7	Discuss and develop answers to questions about art, such as <i>Who decides what makes artwork special, valuable, or good?</i>					I	D	D	D	D
C.8	Discuss how different cultures have different concepts of beauty							I	D	D

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C.9	Discuss how people might respond differently to specific American artwork based upon their subgroup (gender, immigrants, age, religion, level of education, economic status)								I	D
<b>ART STANDARDS</b>		<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
C.10	Identify the following in artworks: lines, shapes, colors and patterns		I	D	D	D	D	D	D	D
C.11	Identify the following in artworks: geometric shapes, geometric forms, foreground, middle ground, background, real texture, variety of colors			I	D	D	D	D	D	D
C.12	Identify the following in artwork: warm/cool colors, symmetrical balance, invented textures, variety of lines, variety of sizes				I	D	D	D	D	D
C.13	Describe the use of the following in artworks: outlines, organic shapes, organic forms, tints/shades, values, positive/negative space, radial balance, focal point, complex patterns, facial proportions					I	D	D	D	D
C.14	Describe the use of the following in artworks: line, form, shape, color, value, texture, space, balance, emphasis, contrast, rhythm						I	D	D	D
C.15	Describe the use of the following in artworks: contour lines, symbolic shapes, illusion of form, implied/simulated textures, intermediate/neutral colors, asymmetrical balance, contrast/variety of textures, perspective, point of view							I	D	D
C.16	Identify the type of artwork (painting, drawing, print, sculpture, photography)							I	D	D
C.17	Identify and explain subject, symbolism or message communicated in an artwork							I	D	D
C.18	Interpret the subject and theme, supporting them with the artist's use of elements and principles								I	D

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C.19	Match the artwork with an aesthetic theory: Imitationalism; Emotionalism/Expressionism; Formalism; Functionalism								I	D
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C.20	Examine art work for comparisons among theme, style, and subject matter									I
C.21	Evaluate art works based upon established criteria (line, color)									I
<b>Standard D: Cross-Curriculum/Multicultural</b>										
D.1	Explain how stories can be told in pictures and/or words	I	D	M	R	R				
D.2	Explain why people create art		I	D	D	M	R	R	R	R
D.3	Identify works of art from different cultures		I	D	D	D	D	D	D	D
D.4	Explore masks from variety of cultures			I	D	D	M	R		
D.5	Explain how American artists expressed the ideas of patriotism			I	D	D	M			
D.6	Explain the connection between American Indian culture and art				I	D	M			
D.7	Explain how the math principles of symmetry is used in art				I	D	D	D	D	M
D.8	Recognize art works of George Caleb Bingham and Thomas Hart Benton and explain how the artwork reflected life in Missouri					I, D	M			
D.9	Identify and describe the artistic contributions of various American artists, including artists of different ethnic groups						I	D	D	D
D.10	Describe the use of visual images for celebrating important events in a variety of cultures (Mardi Gras, Day of the Dead, Chinese New Year, Baptism images)							I	D	D

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D.11	Identify works of art from the United States; Europe (cave); Asia		I							
D.12	Identify works of art from the United States (Native American); Egypt			I						
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D.13	Identify works of art from the United States; Europe (realistic); Africa				I					
D.14	Identify works of art from the United States (realistic, Missouri, westward expansion); Europe (abstract)					I				
D.15	Identify and describe the artistic contributions of various American artists of different ethnic groups						I			
D.16	Identify works of art from the Ancient Greece and Rome; Pre-Columbian Americas( Aztec, Inca, Maya); Asia; Africa							I		
D.17	Identify works of art from Europe (real, abstract, non-objective); United States((real, abstract, non-objective)								I	
D.18	Identify works of art from the United States (Native American, Painting, Sculpture, Architecture)									I
<b>Standard E: Art Tools</b>										
E.1	Use scissors with control	I	D	M	R	R	R			
E.2	Know the use and care of art tools in the classroom	I	D	D	D	D	D	M	R	R
E.3	Use glue with control	I	D	D	M	R	R	R		
E.4	Apply paint with a dragging, not pushing motion	I	D	D	R	R	R	R	R	R
E.5	Demonstrate responsibility in keeping their work space clean	I	D	D	D	D	D	D	D	D
E.6	Clean paint brushes before changing colors			I	D	D	M	R	R	R
E.7	Use a variety of tools and processes for personal expression			I	D	D	D	D	D	D

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E.8	Use a ruler accurately to draw straight line					I	D	D	D	D
E.9	Demonstrate proper use, control, and maintenance of tools and media								I	D

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