



A Professional Art Outreach Program

Elementary School Edition



ArtReach[©] is a program developed to offer professional visual art experiences in a variety of venues. This booklet focuses on the elementary school curriculum.



A Professional Art Outreach Program

Elementary School Program

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Especially for Spring!

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A Professional Art Outreach Program

Elementary School Program

Introduction

To book
please contact:

Mary Moore
RR 5 Spencerville
ON K0E 1X0
(613) 658-2916

cedarlane@
ripnet.com

ArtReach

ArtReach® is a program developed to offer professional visual art experiences in a variety of venues. This booklet focuses on an elementary school curriculum. The program emphasizes the professional exploration of visual art concepts, techniques and processes.

How to use this Booklet

Projects are listed under the medium they explore and are 'stand-alone', not sequential. All projects are linked to the Ontario school curriculum, with direct links being set in the margin.

Read through the booklet and select those projects that a) meet your curriculum objectives and b) tickle your fancy! To develop a custom project, turn to page 12 "Mix it Up". Identify your prerogatives and pass that information along to me. I will develop a custom project with your specifications in mind.

"I bring a broad range of both teaching and visual art experience to the program she has developed. The following lessons are built upon that experience coupled with my own sense of joy and wonder at the process of creating visual art."

Program Delivery

- Each project is delivered in an organized and guided fashion.
- Projects are structured to provide a positive and successful visual art experience to all students.
- All materials are supplied and are of a very good quality suitable for young artists.

Course Fees

The courses are designed for a class of 30 or less at a cost of \$5.00 per student, covering all materials and art instruction for one visit.

How to Book Lessons

The following pages comprise a list of visual art courses for elementary students. Select the desired program and your preferred dates (1 & 2). Either call (Mary, at 613-658-2916) or email your booking (cedarlane@ripnet.com) – the booking will be confirmed within one or two days.

Provided in Appendix B are forms to assist in the administration and fee collection for your booking. Note that there is a space on every form to waive the fee should it constitute a financial burden on the student – no child will be left out on this account. All other details, including the provision of supplies, are handled by the artist.



A Professional Art Outreach Program

Exploring Watercolour

Curriculum Tie-ins

Lesson 1

For all grades:

Colour theory.
Producing a 2-dimensional work that communicates thoughts and feelings on familiar topics (the sky).
Learning about watercolours: the tools and techniques.

Lesson 2

Grades 1-4:

Different lines (smooth and wavy, sharp and pointy).
Emotional quality of lines.
Overlapping shapes creating the illusion of depth.
Colour theory (warm and cool colours).
Learning about watercolours: the tools and techniques.

Note: all programs include a brief introduction to the materials and some of the techniques to be used, adapted to suit the grade level.
Suggested grade levels in brackets.

Lesson 1: The Sky Above

After producing a simple colour wheel (primaries only for Grade 1) students will create three small watercolour paintings. The visual experience for the paintings will be drawn from the weather: stormy skies, the sky at sunset, and a snowy day. In discussion, students will describe their own visual experiences of skies. **(All levels)**



I added a tree bending in the wind to my stormy sky scene.



This painting, "snowy day", features the use of low tack, hand torn masking tape as a resist, and salt to make snow.

Lesson 2: Fire and Rain – How colour sets a mood and temperature

This project covers basic colour theory, how colours and also how different kinds of lines and shapes create a mood. Students will create a colour wheel to begin, followed by creating paintings based on the use of warm and cool colours, jagged and smooth lines. **(Gr 1 – 4)**



Have ideas you'd like to explore?

Just let me know,
and I'll customize a project
to suit your needs!

Black construction paper cutouts are added to the finished paintings.



A Professional Art Outreach Program

Exploring Watercolour

Curriculum Tie-ins Lesson 3

For all grades:

Learning about watercolours:
the tools and techniques.
Elements of design.
Symmetrical shapes.
Composition.
Value of a colour.
Overlapping shapes to create
the illusion of space.

Lesson 4

For all grades:

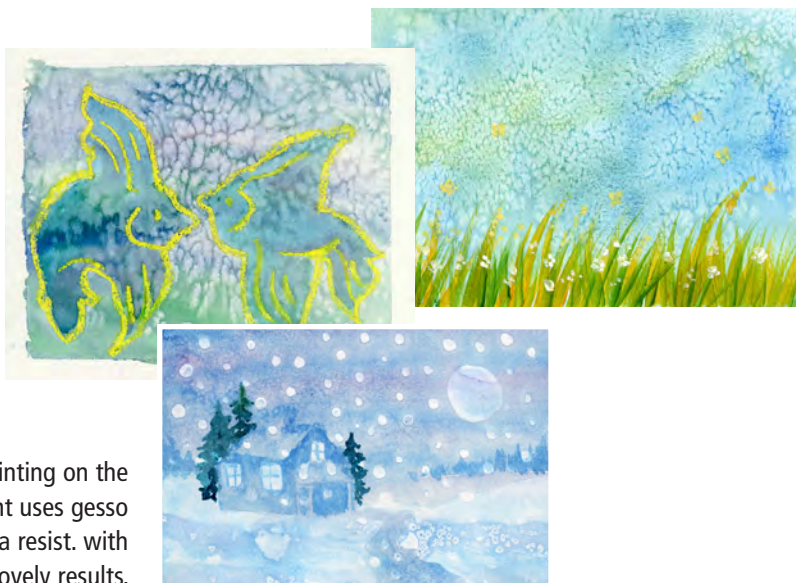
Learning about watercolours:
the tools and techniques.
Producing a 2-dimensional work
that communicates thoughts
and feelings on familiar topics.

Lesson 3: Irresistible Watercolour!

Students will create three paintings using oil pastel as a resist. Lessons will be adjusted to suit different grade levels, with more sophisticated subject matter for older children. Design elements can be thematic or seasonal.

Oil and water don't mix. After drawing some simple shapes in oil pastel, a loose watercolour is added. After the underpainting is dry, colour is glazed over some elements to make them stand out. **(Gr 1 – 8)**

For discussion: composition, elements of design, creating a sense of space through the relative sizes of your design elements. **(Gr 4 – 8)**



The painting on the right uses gesso as a resist, with lovely results.

Lesson 4: Your Window on the World

This lesson focuses on the imagination. The opportunities for tying this lesson in to other subjects or themes are endless.

Students will explore the unlimited resource of their own imagination, and how a two dimensional piece of watercolour paper can reflect anything in their mind's eye.

(Gr 1 – 8)

Looking into the window of history is a great way to approach this project.

Works for literature too.

Suggest a theme!



I painted my window in November. I was thinking about all the snow to come – and a cup of hot chocolate!

This technique is a great way to produce lovely thematic cards.



A Professional Art Outreach Program

Exploring Watercolour

Curriculum Tie-ins Lesson 5

For all grades:

Learning about watercolours:
the tools and techniques.
Producing a 2-dimensional work
that communicates thoughts
and feelings on familiar topics.
Planning.
Foreground, midground,
background.

Lesson 6

Gr 4 – 8:

Pointillism technique
Colour theory.
Planning.

Lesson 5: My Town

This project combines watercolour technique with 'urban planning'. In a fashion suitable to grade levels, students will create a streetscape based on where they live, using permanent fine tip black markers to define their scene. The terms glazing, dry brush, flat washes will be introduced to older students (Gr 3 – 8) in applying colour to the upper scene. Using 'wet in wet' technique, students will create the effect of a reflection on the rain dampened street in their scene. **(All grades)**



The buildings are presented full front, with a focus on the unique character of each building.

Lesson 6: Cotton Swab Pointillism

After viewing samples from the works of Seurat, students will create a pointillist scene using cotton swabs and primary colours. **(Gr 4 – 8)**



This project is enjoyed by boys and girls. It is fun to see your image emerge from the juxtaposition of dots of primary colours.

Lesson 7: More Fun with Watercolour

Pre-K to Gr. 2 children love the magic of watercolour too. Our special approach gets them involved in creating beautiful pieces. From outer space to grassy meadows, they love the creative introduction to these works. We supply the spaceships!



This project could be combined with a look at your town's main street, either by taking pictures or taking notes in a fact-finding tour.



A Professional Art Outreach Program

Exploring Watercolour & Acrylics

Curriculum Tie-ins

Lesson 8

For all grades:

Learning about watercolours:
the tools and techniques.
Producing a 2-dimensional work
that communicates thoughts
and feelings on familiar topics.
Planning.

Lesson 8

Gr 4 – 8:

Watercolour or
Acrylic technique
Colour theory.
Planning.

Another variation on this
painting is adding tissue
water lillies (not shown).



Lesson 8: Guided Painting with Minimal Palette

The under-drawing for this painting uses a guided approach. – the drawing unfolds as I guide the process. Each painting will be absolutely individual and unique. Equally effective in either watercolour or acrylics. It is interesting, too, that this painting uses only 4 colours in acrylics – and only 3 in watercolour. Can you guess which ones?

(Gr 4 – 8)



A Professional Art Outreach Program

Exploring Acrylics

Curriculum Tie-ins

Lesson 1

Gr 1 – 3:

Learning about acrylics:
the tools and techniques.
Elements of design.
Basic colour theory.
Quality of line,
Geometric shapes.

Lesson 2a

Gr 1 – 8:

Learning about acrylics:
the tools and techniques.
Elements of design.
Plan a work of art.
Texture.
Abstract expressionistic art.

Lesson 2b

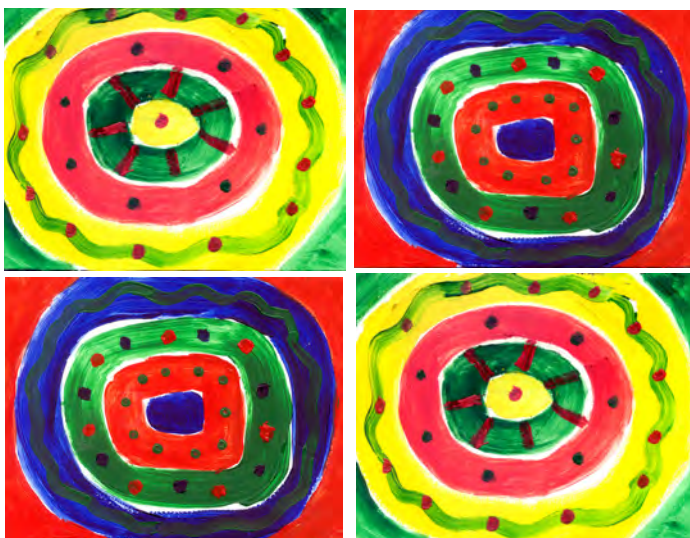
Gr 4 – 8:

Learning about acrylics:
the tools and techniques.
Elements of design.
Plan a work of art.
Light and shadow.
Overlapping shapes.
Texture.

Note: Children should bring along an old T-shirt of Mom's or Dad's to protect their clothing.

Lesson 1: Introduction to Acrylics and Colour Theory

Following a discussion about the properties of acrylic paint, and then of colour (primary [Gr 1] opposite or complementary, how we see colour and use it every day), students will create two abstract acrylic paintings on foamcore, using full-bodied acrylic paint and bristol brushes. Design elements will be simple geometric shapes, thick and thin lines. All the final paintings can be hung together, creating a crazy quilt of colour. **(Gr 1 – 3)**



Lesson 2a: Exploring the Palette Knife

Using the full-bodied acrylic paint provided, students will produce two abstract expressionistic paintings on foamcore using a 'palette knife' (a dull plastic picnic knife). The lesson will begin with a discussion about the properties of acrylic paint, and about the use of the palette knife. **(Gr 1 – 8)**



I saw a butterfly in this abstract acrylic "palette knife" painting, so I defined it by scraping away some paint with the tip of my plastic knife.

Lesson 2b: Exploring the Palette Knife – Advanced

After a look at still life paintings by a variety of artists (e.g., Cezanne) students will create their own 'palette knife' still life painting from a simple still life set out for them.

(Gr 7 – 8)





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Exploring Acrylics

Curriculum Tie-ins Lesson 3

All levels:

Learning about acrylics:
the tools and techniques.
Texture - illusory and real.
Tints and shades.
Colour mixing.

Lesson 4

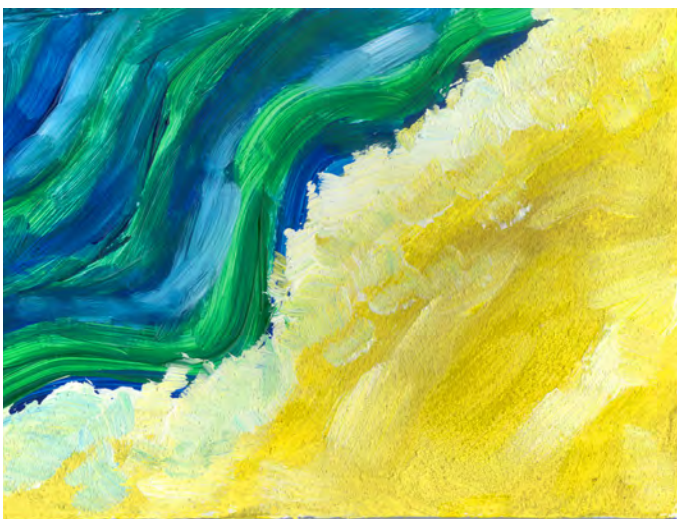
Gr 1 – 8:

Learning about acrylics:
the tools and techniques.
Elements of design.
Plan a work of art.
Limited palette.
Colour mixing.

Lesson 3: Exploring Texture

The lesson will begin with a discussion about the properties of acrylic paint (e.g., it can be watered down and used like watercolour, or used thickly). Students will be introduced to the concept of texture, which can be illusory or real. Students will use sand as an actual texture – a ‘seashore’ painting of water and sand. Add a seashell on the beach, a pail and shovel, or your own toes in the water and voila!

(K-3)



Lesson 4: Frosty Winter Scene

Students will be introduced to a very creative way to use acrylic paint. The make-up of acrylic paint will be discussed, along with its physical properties. Careful attention is paid to the correct approach, proper care of brushes. Students will work from a ‘limited pallet’, learning introductory tips on colour mixing. Image resource provided.

The secret? The painting will be accomplished on a piece of tinfoil mounted on bristol. The results? A lovely, frosty sparkling scene worthy of any wall!

(All, at their own level)



Frosty scene can be modified, too. One class asked for a hockey scene, as they were currently working on that theme.

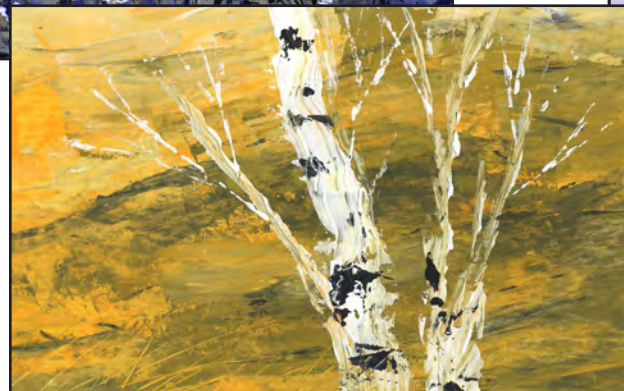
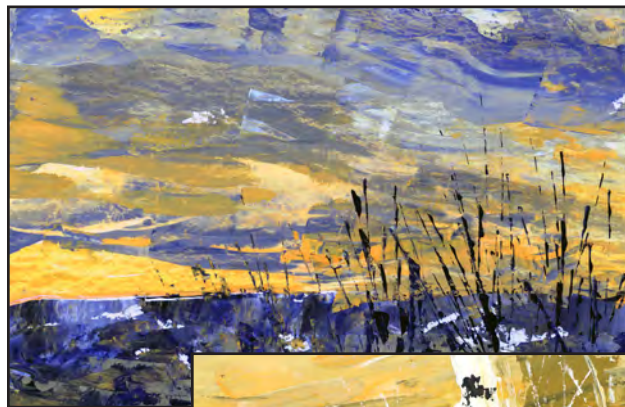


A Professional Art Outreach Program

Exploring Acrylics

Lesson 6: Exploring Tints and Shades

The lesson will begin with a discussion about the properties of acrylic paint. Students will be introduced to the concept of tints and shades as they relate to colour theory. In addition, composition, the horizon, the picture plane, and perspective will be explored, as they relate to creating a landscape painting. The paintings produced are amazingly beautiful! **(3-8)**



Lesson 7: More fun with Texture

Texture is exciting! Along with fundamental principles of design, students will enjoy using texture (spackle) to enhance the appearance of their snow or rockscape guided painting. **(3-8)**





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Exploring Acrylics

Curriculum Tie-ins

Lesson 5

Gr 4 – 8

Learning about acrylics:
the tools and techniques.
Painting style.
Creating a mood.
Stillness.
How the artist uses elements
and principles of design to
convey meaning.

Lesson 6 & 7

Gr 4 – 8:

Learning about acrylics:
the tools and techniques.
Elements of design.
Plan a work of art.
Creating a mood.
Creating texture.
Creating movement.

Lessons 5 & 7 are based on a study of the Canadian Group of Seven.
Look to French Impressionism for lesson 6.

Lesson 7: The Art of Lawren Harris

Students will be introduced to the works of Lawren Harris.
His spectacular pieces, reflecting the stark beauty and
simplicity of Canada's north, provide the inspiration for
students in creating their own acrylic painting. **(Gr 4 – 8)**



Students will be encouraged
to share their own similar
visual experiences.



Lesson 6: A lesson can also be
developed around the work of
Impressionist Vincent Van Gogh,
whose work influenced the Group
of Seven. Students can produce a
painting after studying Van Gogh's
famous 'Starry Night'.

Lesson 8: The Group of Seven

Students will be introduced to the works of the Group of
Seven, and how their work reflects the Canadian landscape.

Focusing on those paintings that feature the lone pine tree,
students will use that imagery to create their own painting.
In a simplified fashion, students will explore the lively
brushwork to create the background imagery, in contrast to
the simple silhouette of the tree in the foreground. **(Gr 4 – 8)**



These paintings by Thompson,
Carmichael and Lismer are each
exploring a similar theme.



The simple shapes of the pines
against the rugged backdrop
reflect the unique Canadian
landscape.



A Professional Art Outreach Program

Exploring Drawing

Curriculum Tie-ins Lessons 1 & 2

Gr 4 – 8

Solid lessons and techniques to improve drawing skills.

Lesson 1: Drawing from Still Life (charcoal)

The time-honoured tradition of drawing from still life is as enjoyable and popular today as ever. Success at drawing from still life is centered on drawing what you see, and not what you think you see. The three exercises (gesture, form/value, negative space) used in this program will



Above: *negative space drawing.*

Right: *gesture*



enhance the student's ability to 'see' the objects in relationship to one another. Students will be surprised and delighted with their ability to successfully complete a finished, shaded drawing. Students will be gathered in a square or circle around two central set ups.

(Gr 4 -8)

Below: *form and value*



Lesson 2: Drawing People on the Go (charcoal)

Desks should form a square around an open center, if possible. We'll discuss the human figure: skeleton, muscle, proportion (child and adult), the figure in motion. This lesson has 3 stages:

Gesture drawing – with 10 volunteers in succession. Each one takes 2 poses depicting a sport activity.

Breaking down a figure into basic shapes using the oval – After taking a 'hand washing break', students will select one of their gesture drawings, and will redraw the gesture lightly on a fresh sheet of paper. Using ovals, students will 'flesh out' their drawing.

Finishing the drawing – Add a suggestion of clothing. Use shading to complete. Add a background. (Gr 4 -8)





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Exploring Drawing

Lesson 3: Drawing in Pen and Ink Style



After exercises that explore the variety of ways to achieve value and texture in pen and ink style drawing, students will use sharpie markers to create a guided drawing appropriate to season or special topic.

(Grades 3 – 8)

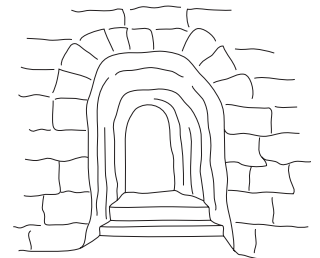
Watercolour wash can also be added.



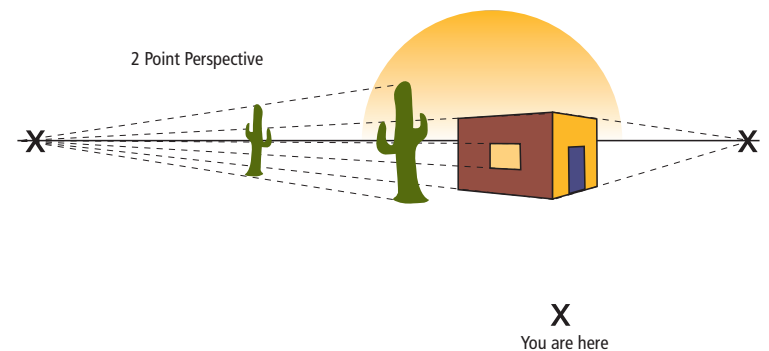
Lesson 4: Perspective Drawing (mixed media)

This unit looks at how to create the illusion of depth in a drawing or painting. It covers the use of 1- and 2-point perspective to draw buildings or geometric shapes in space. It also covers the use of colour, intensity, size and detail to create the illusion of depth in a landscape. This lesson lends itself to a variety of projects using the tools of both atmospheric and 2 point perspective; e.g., creating a picture of their ideal bedroom.

(Grades 6 – 8)



A medieval tunnel using 1-point perspective.





A Professional Art Outreach Program

Exploring Drawing

Lesson 6: Drawing in Pen and Ink, advanced

Using Nib ink pens, students will explore pen drawing technique, including pointillism, cross hatching to create value, creating texture.

Students will then draw from simple still life, distinguishing foreground, midground and background, and creating different values and textures. This drawing will also introduce shading and overlapping images, and how the direction of the marks create movement.

(Grades 5 – 8)



Lesson 7: Illustrating in Pen (fine tip markers)

Students will explore pen drawing technique, including pointillism, cross hatching to create value, creating texture. We will also cover planning your drawing and creating thumbnail sketches. Students will then create one or more illustrations based on a story read to them, or that they have read.

(Gr 6 – 8)



I created this illustration for a story called Sir Willoughby and the Dragon.



A Professional Art Outreach Program

Exploring Printmaking

Lesson 1: Haida Printmaking

Through presentation and discussion, students will explore Haida images and symbology. They will then draft a concept in the Haida style, and produce a design inscribed styrofoam plate. Using printmaking inks and rollers, students will create one imprint on dark paper and one on light paper. Very effective!





A Professional Art Outreach Program

*Especially for
Spring!*

Curriculum Tie-ins Lessons 1 & 2

Grades 1-4:

Colour theory.
Producing a 2-dimensional
work that communicates
thoughts and feelings on
familiar topics (Pond Gardens).
Learning about watercolours:
the tools and techniques.

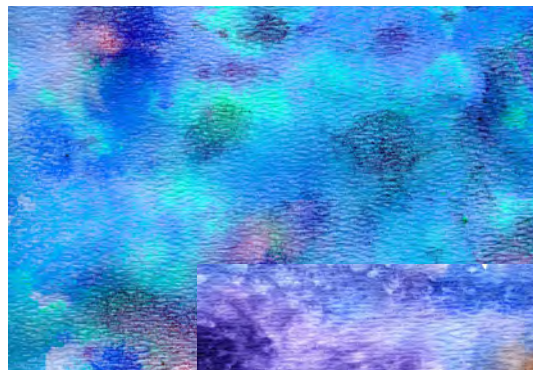
Lesson 3

Grades 2-6:

Change of focus creates
sense of depth
Learning about watercolours:
the tools and techniques.
Drawing techniques

Lesson 2: Spring Peeper at the Pond

Another cute watercolour project
will use a masking resist moon
(provided), & a little peeper to
assemble and place on the reeds.



Lesson 1: Monet's Lily Pond

After a presentation on Monet and his famous lily pods, students will create a flowing, beautiful watercolour painting using guided wet-on-wet watercolour techniques. Younger students will be provided with a lily pad and water lily. Older students will create their own, and can add goldfish using oil pastel resist. This is a simple but effective painting. **(All levels)**

For older students, 'resist' goldfish can be drawn in oil pastel before they begin to paint.



Lesson 3: Birds of a Feather

Using image resource material, and a guided approach, students will paint a watercolour painting of Canadian birds. This project explores using simple shapes to draw the bird, wet-in-wet unfocussed background, plus the more focussed approach for the bird and branches. A frameable painting guaranteed!



A Professional Art Outreach Program

*Especially for
Spring!*

Curriculum Tie-ins

Lesson 4

For all grades:

Learning about watercolours:
the tools and techniques.
Producing a 2-dimensional work
that communicates thoughts
and feelings on familiar topics.
Planning.

Lesson 5

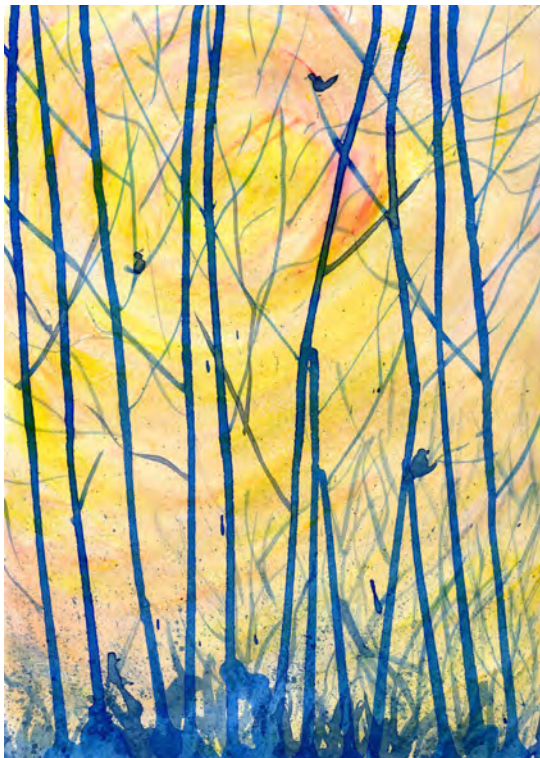
Gr 1 – 8:

Watercolour or
Acrylic technique
Colour theory.
Planning.

Lesson 6

Gr 4 – 8:

Watercolour or
Acrylic technique
Colour theory.
Planning.



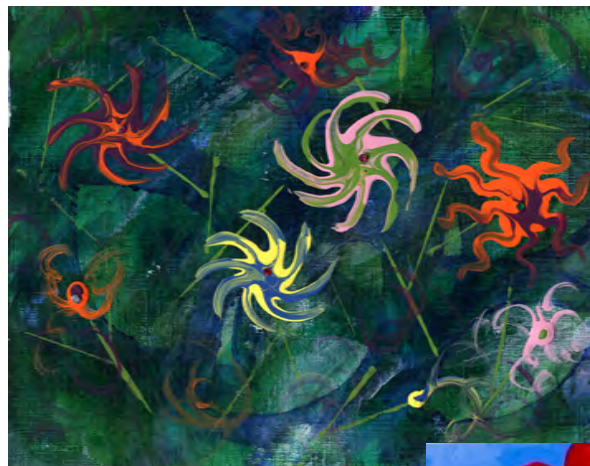
Lesson 4: Spring Emerging

Just as life emerges in the woods in spring, this painting 'emerges' from some simple 'drips'. Using a guided approach, students will be amazed at the beautiful piece of work they will create. Acrylics and Acrylic glaze. (Gr 3 – 8)

Lesson 5: Funky Flowers

On a 'credit card' painting base, students will enjoy creating these funky swirly flowers. A frameable painting is produced. Acrylics.

(Gr 1 – 8)



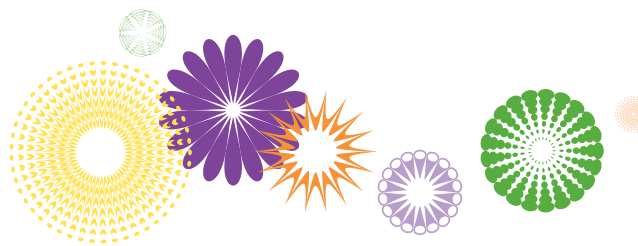
Lesson 6: After Georgia O'Keeffe

After learning about Georgia O'Keeffe and her flower paintings, students design a flower painting of their own, in her style. This project uses a unique technique mixing soft pastels and acrylic medium. (All ages)





A Professional Art Outreach Program



*Especially for
Spring!*

Curriculum Tie-ins

Lesson 7

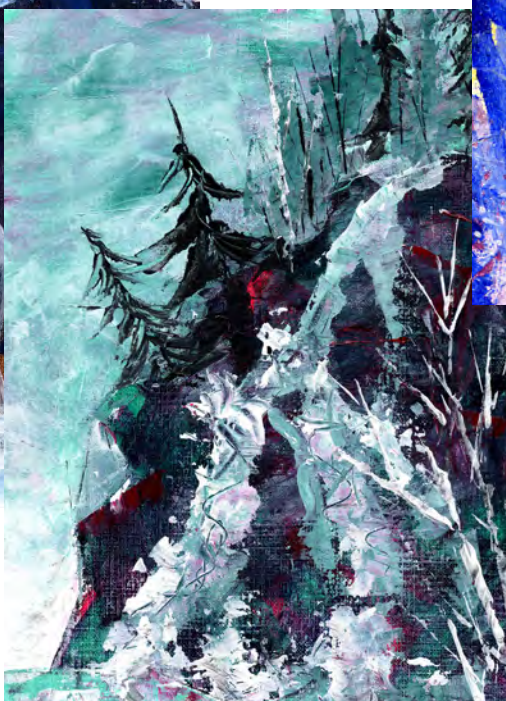
Learning about acrylics:
the tools and techniques.
Elements of design.

Lesson 8

Learning about acrylics:
the tools and techniques
Elements of design.
Plan a work of art
Texture
Abstract expressionistic art

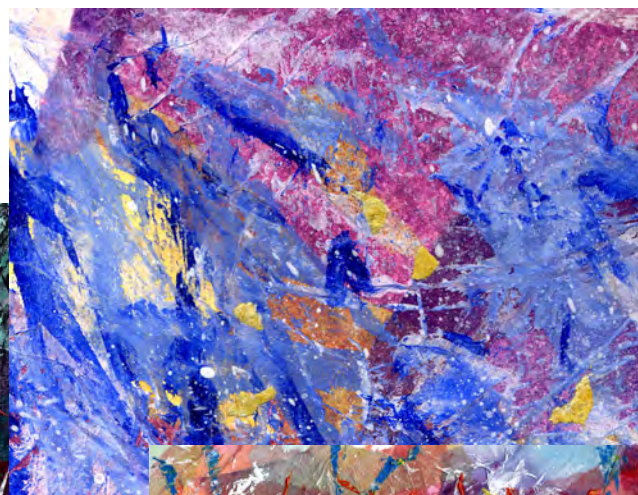
Lesson 7: Rushing Waters of Spring

The paintings below are just two of many ideas around rushing water. Using tissue for texture, and a credit card, then brushes for application of paint, students will be proud to display this energetic work. **(Gr 2-8)**



Lesson 8: Abstract Expressionism

Following a discussion on Abstract Expressionism and how colour and stroke express feelings and emotions, students will be guided in the process of using a variety of tools and textures to create their own expressive piece. **(Gr 2-8)**





Note: Use the worksheet provided in Appendix C to develop the criteria for your custom project.

Curriculum Objectives

From Appendix B select the curriculum objectives appropriate to your grade level that you wish to meet. List those objectives on the worksheet.

Topic

Supply the topic or subject matter you wish to be the basis for your project. Sources you could consider are:

- Content from another subject your class is currently studying
- Content related to a special event, either community or world
- Content drawn from the physical environment – weather, features in the community, wildlife (e.g., local, endangered)

Medium

Currently, ArtReach is offering the following media:

- **Watercolour**
Characteristics: good for detail; good results are readily achievable; lots of nice ‘accidental’ effects possible. Easy to handle.

- **Acrylics** (full-bodied)
Characteristics: dramatic colour; bold; very tactile; at beginner level, best to go for simpler, bolder shapes. Handling must be well supervised. Children must wear protective shirt or old clothes (dries impermeable).
- **Charcoal** (soft, black)
Characteristics: fluid, easily corrected; great medium to explore different ways of ‘seeing’; great for modeling, shading.
- **Conté** (hard – black, sienna and white)
Characteristics: not as easily corrected as charcoal, but more dramatic contrasts; also good for modeling, shading; lovely drawings achieved using all three tones on midtone paper.
- **Pencil**
Characteristics: very good for detail, and often overlooked as an exciting tool (we use soft to hard leads).
- **Pen** (fine-tipped markers)
Characteristics: very good for detail; dramatic results; impermeable, can be combined with watercolour.

In selecting the medium, consider your own personal tastes and those of your students, and your subject matter.



GRADE ONE

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Recognize and name the primary colours
- 2 Identify the value of a colour
- 3 Describe different kinds of lines
- 4 Identify the horizon line
- 5 Distinguish between geometric and organic shapes and forms
- 6 Describe the texture of various familiar objects
- 7 Identify the elements of design in a familiar environment
- 8 Identify a variety of tools and their safe use

B. Creative Work

- 1 Make artistic choices in their work using at least one of the elements of design
- 2 Produce two- and three-dimensional works of art that communicate thoughts and feelings
- 3 Identify, in a plan, the subject matter and tools required & materials they will use to produce a work of art
- 4 Identify strengths and areas for improvement in their own and others' art work

C. Critical Thinking

- 1 Describe the subject matter in both their own and others' art work
- 2 Describe how artists use elements of design to communicate information and create a mood
- 3 Express a response to an art work that clearly communicates how the ideas, information and feelings relate to their own experience

GRADE TWO

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Recognize and name the secondary colours of pigment (purple, orange, green)
- 2 Describe how the secondary colours can be created by mixing the primary colours
- 3 Identify types of lines in art works and in the environment (e.g., horizontal, vertical, diagonal)
- 4 Identify the characteristics of symmetrical shapes and forms
- 5 Identify and describe a variety of textures
- 6 Identify the elements of design in a variety of familiar objects and in works of art
- 7 Describe different ways in which a variety of art materials, tools, and techniques can be used and demonstrate understanding of their safe and proper use.

B. Creative Work

- 1 Make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose
- 2 Produce two- and three-dimensional works of art that communicate their thoughts and feelings on familiar topics (e.g., using pencil crayons, make a drawing of a tree after observing real trees and trees in works by Emily Carr, Tom Thomson, and Vincent van Gogh)
- 3 Identify, in a plan, their specific choices of subject matter and tools, materials, and techniques
- 4 Identify strengths and areas for improvement in their own and others' art work, and explain their choice

C. Critical Thinking

- 1 Describe the subject matter of a variety of art works from various cultures and periods and various styles
- 2 Describe, using appropriate vocabulary, how artists use the elements of design to create a specific effect
- 3 Describe the relationship between an art work and their own experiences



GRADE THREE

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Recognize and name the warm (red, orange, yellow) and cool (purple, green, blue) colours, and describe their emotional impact
- 2 Identify characteristics of a variety of lines
- 3 Label the foreground, middle ground, and background, and identify objects in each of these areas of a work;
- 4 Identify symmetrical and asymmetrical shapes in both the human-made environment and the natural world
- 5 Describe textures that are real in art works and illusory
- 6 Identify elements of design in a variety of natural and human-made objects
- 7 Use art tools, materials, and techniques correctly to create different effects

B. Creative Work

- 1 Solve artistic problems in their art works, using at least three of the elements of design specified for this grade
- 2 Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes
- 3 Identify and explain the specific choices they made in planning, producing, and displaying their own art work
- 4 Identify strengths and areas for improvement in their own and others' art work

C. Critical Thinking

- 1 Identify the similarities and differences in content between two or more works on a related theme
- 2 Explain how the artist has used the elements of design to communicate feelings and convey ideas
- 3 State their preference for a specific work and defend their choice with reference to both their own interests and experience and to the artist's use of one or more of the elements of design

GRADE FOUR

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Identify monochromatic colour schemes (i.e., tints and shades of one colour);
- 2 Identify the emotional quality of lines
- 3 Demonstrate awareness that the overlapping of shapes is one way of creating the illusion of depth
- 4 Distinguish between relief and free- standing sculpture
- 5 Describe ways in which artists use a variety of tools, materials, and techniques to create texture
- 6 Describe their knowledge of the strengths and limitations of a variety of familiar art tools, materials, and techniques, which they gained through experiences in drawing, painting, sculpting, and printmaking
- 7 Demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination

B. Creative Work

- 1 Solve artistic problems in their art work, using the elements of design specified for this grade
- 2 Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences
- 3 Plan a work of art, identifying the artistic problem and a proposed solution
- 4 Identify strengths and areas for improvement in their own work and that of others.

C. Critical Thinking

- 1 Describe how a variety of artists working in different styles and media and in different historical periods have used the elements of design and/or tools, materials, and techniques of their art
- 2 Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas
- 3 State their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design



GRADE FIVE

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Identify the three pairs of complementary colours (red and green, purple and yellow, blue and orange)
- 2 Describe how line may be used to define shapes and forms and to create movement and depth
- 3 Identify how the shading of shapes can be used to create the illusion of depth
- 4 Identify negative and positive shapes in works of art and the environment
- 5 Recognize and describe the relationship between a work of art and its surroundings
- 6 Identify tools and techniques used by artists to create the illusion of texture (e.g., a pencil for cross-hatching, a paint brush for producing thick layers of paint)
- 7 Describe the strengths and limitations of various art tools, materials, and techniques
- 8 Select the most appropriate tools, materials, and techniques for a purpose, and use them correctly.

B. Creative Work

- 1 Organize their art works to create a specific effect, using the elements of design
- 2 Produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences
- 3 Identify, in their plan for a work of art, the artistic problem and a number of possible solutions
- 4 Identify strengths and areas for improvement in their own work and that of others.

C. Critical Thinking

- 1 Compare works on a similar theme (e.g., seasons) from various periods and cultures, and describe the impact of time and location on style (e.g., *The Red Maple* by A.Y. Jackson; *The Harvesters* by Pieter Brueghel the Elder; and an Egyptian fresco, *The Fields of the Blest*);
- 2 Describe the connection between an element of design and a specific artistic purpose
3. Defend their preference for specific art works with reference to at least three elements of design

GRADE SIX

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Identify colour relationships, using a basic colour wheel that they have made
- 2 Describe how line can be used to direct the viewer's attention
- 3 Describe how one-point perspective can be used to create the illusion of depth
- 4 Demonstrate understanding that shadows and shading create the illusion of a third dimension
- 5 Describe how artists may use texture to represent or to evoke an emotional response
- 6 Describe how the strengths and limitations of both traditional and contemporary art tools, materials, and how techniques affect artistic choices
- 7 Identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly

B. Creative Work

- 1 Solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade
- 2 Produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences
- 3 Describe, in their plan for a work of art, how they will research their subject matter, select their media, and use the elements and principles of design in solving the artistic problems in the work
- 4 Identify strengths and areas for improvement in their own work and that of others.

C. Critical Thinking

- 1 Compare works from various periods and cultures, and describe how the artists have used the elements and principles of design
- 2 Demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions
- 3 Explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design to communicate an idea or feeling
- 4 Identify the function of visual arts in their community and the contribution that the visual arts make to the economy.



GRADE 7

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Describe how the repetition of elements is used to create rhythm
- 2 Identify the area of emphasis (or focal point) in a work of art;
- 3 Describe how two-point perspective is used to create the illusion of depth
- 4 Distinguish between formal (symmetrical) and informal (asymmetrical) balance in compositions;
- 5 Explain how the intent, character, and size of a work determine which tools, materials, and techniques the artist will use
- 6 Use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect

B. Creative Work

- 1 Organize their art works to communicate ideas, using at least one of the principles of design specified for this grade
- 2 Produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences
- 3 Describe, in their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work
- 4 Identify strengths and areas for improvement in their own work and that of others

C. Critical Thinking

- 1 Describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect
- 2 Explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology
- 3 Explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design
- 4 Identify ways in which the visual arts affect various aspects of society and the economy.

GRADE EIGHT

Objectives from the Ontario Curriculum

A. Knowledge of the Elements

- 1 Describe how the repetition of elements of design creates rhythm, which unifies the composition
- 2 Describe how the elements of design are used to create the area of emphasis (focal point) in a work of art
- 3 Describe how the elements of design are used to create formal (symmetrical) and informal (asymmetrical) balance in compositions;
- 4 Explain how the size, scope, and intent of a work determine which tools, materials, and techniques the artist will use
- 5 Use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work.

B. Creative Work

- 1 Organize their art works to create a specific effect, using at least two of the principles of design specified for this grade
- 2 Produce two and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences
- 3 Describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decisions they have made to support that message;
- 4 Identify strengths and areas for improvement in their own work and that of others, and describe possible strategies for improving their work.

C. Critical Thinking

- 1 Describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes and recognize that many modern artists and designers are influenced by designs from other periods and cultures;
- 2 Explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives
- 3 Explain their preference for specific art works, with reference to the artist's use of the principles of design and their understanding of the ideas and feelings expressed in the work



Appendix B

22



A Professional Art
Outreach Program

Your class has chosen to participate in an ArtReach program by Spencerville area artist Mary Moore. The program offers professional visual art experiences to elementary school students, seniors and other members of the community. A fee of \$5.00 (\$6.00 with canvas if required) is required to help cover costs. All materials are supplied. Please have your child wear old clothes or bring a cover up T Shirt on their program day.

Your Program: _____ **Your Program Date:** _____

Student name: _____ Parent/Guardian: _____

Fee of \$_____ enclosed: Yes _____ Request a waiver for financial reasons: _____

Signed _____ Date: _____



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A Professional Art
Outreach Program

Develop a Custom Project

Appendix **C**

Grade level: _____

Suggested resource: _____ Available from: _____

Curriculum objectives to be met:

Topic:

Medium:

Watercolour ☐ Acrylic ☐ Charcoal ☐ Conté ☐ Pencil ☐ Pen ☐ Pen/Watercolour ☐