

Using these Planning Outlines

The following Planning Outlines contain much more information than a Volunteer Presenter will be able to share in a 10 or 20 minute Presentation, when filled out completely. Volunteers should choose at least 4-6 EALRS (Essential Academic Learning Requirements) to cover and/or review during every Presentation. If you are well prepared by completely filling out the Planning Outline, you will probably sneak in a few extra. **(Recommended Presentation time varies by grade level—see “What Can I Expect in the Classroom”)**

The Planning Outline may also help Volunteers learn *what* these EALRS are and think of ways to share this important information with the kids. Even if you do not use all of the information you list, formally writing it out will help you become a more informed Presenter and train you how to look for these *Ten Art Basics in every lesson.

*Refers to the five **Basic Art Elements**: LINE, SHAPE/FORM, COLOR, TEXTURE and SPACE. Also refers to five **Basic Principles of Artistic Organization**: EMPHASIS/DOMINANCE, MOVEMENT/RHYTHM, REPETITION/PATTERN, BALANCE, and STYLE. Art Discovery Volunteers should discuss and/or review these ten Basics with kids in their classroom Presentations and Art projects throughout the school year. Most of these Art Basics build on one another through the grade levels. The goal is for the classroom to have a clear understanding of Art Basics, according to their grade level, at the end of the year. Many classes will be capable of learning some basics recommended for a grade level higher than their own. If the class has an understanding of their grade level basics, and they are capable, you may introduce basic concepts from a higher grade level.

PLANNING OUTLINE

For Incorporating Essential Academic Learning Requirements (EALRS)
Into Art Discovery Presentations

PACKET _____ GRADE LEVEL Kindergarten
LINE: *Understands and demonstrates five LINE TYPES (e.g., horizontal, vertical, diagonal, curved, and zig zag)*

SHAPE / FORM: *Recognizes, names and creates geometric shapes. Uses line to create shapes.*

COLOR: *Recognizes and names primary and secondary colors*

TEXTURE: *Identifies actual textures (e.g., rough, smooth)*

SPACE: *Recognizes foreground and background in a work of art*

BALANCE: *Recognizes symmetrical (or formal) balance in the human face*

EMPHASIS / DOMINANCE:

MOVEMENT / RHYTHM:

REPETITION / PATTERN: *Uses repetition of one element to create pattern*

ARTISTIC STYLE: *Describes a specific artwork.*

ART HISTORY: *Summarize and simplify the most essential information of each artist/culture represented in the prints you will use. This might also include a definition or history of the art process used (i.e. Repoussé, Bronze Casting, Impressionism, etc.) Refer to supplied packet information but use your own words. Include only the information you will discuss. Take into account allowed Presentation time, attention spans, and age appropriate explanations. YOU CANNOT DISCUSS EVERYTHING! A short story approach works best in most situations. Writing this out can be helpful in recalling the information.*

PLANNING OUTLINE

For Incorporating Essential Academic Learning Requirements (EALRS)
Into Art Discovery Presentations and Projects

PACKET _____ GRADE LEVEL First Grade

LINE: *Identifies and understands the five basic LINE TYPES (e.g., horizontal, vertical, diagonal, curved, and zig zag). Identifies horizon line in a work of art*

SHAPE / FORM: *Identifies and uses geometric and organic shapes. Identifies actual shapes*

COLOR: *Identifies and mixes secondary colors from primary colors*

TEXTURE: *Identifies actual textures (e.g., rough, smooth, bumpy, furry, etc.)*

SPACE: *Identifies and uses foreground and background*

BALANCE: *Identifies and uses symmetrical (formal) balance in a portrait.*

EMPHASIS / DOMINANCE:

MOVEMENT / RHYTHM:

REPETITION / PATTERN: *Uses repetition of several elements to create patterns*

ARTISTIC STYLE: *Describes the differences between two artworks.*

ART HISTORY: *Summarize and simplify the most essential information of each artist/culture represented in the prints you will use. This might also include a definition or history of the art process used (i.e. Repoussé, Bronze Casting, Impressionism, etc.) Refer to supplied packet information but use your own words. Include only the information you will discuss. Take into account allowed Presentation time, attention spans, and age appropriate explanations. YOU CANNOT DISCUSS EVERYTHING! A short story approach works best in most situations. Writing this out can be helpful in recalling the information.*

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PACKET _____ GRADE LEVEL Second Grade

LINE: *Identifies and demonstrates different LINE QUALITIES (These are line descriptions e.g., thick, thin, dark, light, broken, crooked, short, long, etc.)*

SHAPE / FORM: *Combines geometric and organic shapes to create freeform shapes*

COLOR: *Identifies and uses warm / cool colors. Identifies complementary colors*

TEXTURE: *Identifies implied textures found in two-dimensional art (e.g., rough, smooth, slippery, jagged, etc.)*

SPACE: *Creates space in an artwork using the spatial devices of overlap, color value, and relative size.
Identifies middle ground*

BALANCE: *Recognizes asymmetrical (informal) and radial balance in two dimensions*

EMPHASIS / DOMINANCE: *Identifies what their eyes focus on first in an artwork (focal point, center of interest)*

MOVEMENT / RHYTHM: *Recognizes movement within an artwork*

REPETITION / PATTERN: *Identifies and uses random and alternating pattern in artworks*

ARTISTIC STYLE: *Recognizes that artworks have differing styles. Recognizes differences between Realism and Expressionism*

ART HISTORY: *Summarize and simplify the most essential information of each artist/culture represented in the prints you will use. This might also include a definition or history of the art process used (i.e. Repoussé, Bronze Casting, Impressionism, etc.) Refer to supplied packet information but use your own words. Include only the information you will discuss. Take into account allowed Presentation time, attention spans, and age appropriate explanations. YOU CANNOT DISCUSS EVERYTHING! A short story approach works best in most situations. Writing this out can be helpful in recalling the information.*

PLANNING OUTLINE

For Incorporating Essential Academic Learning Requirements (EALRS)
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PACKET _____ GRADE LEVEL Third Grade

LINE: *Uses line to create details in two-dimensional and three-dimensional artwork. Uses various **LINE TYPES** and **LINE QUALITIES** in artwork. Recognizes and uses horizon line.*

SHAPE / FORM: *Recognizes the relationship between two-dimensional shape and three-dimensional form (e.g., square-cube, circle-sphere, triangle-cone)*

COLOR: *Identifies and mixes intermediate (tertiary) colors. Recognizes and creates analogous color combinations. Identifies and makes light, dark, and middle color values.*

TEXTURE: *Uses texture in two-dimensional (implied) and three-dimensional (actual) artwork.*

SPACE: *Identifies and uses the spatial concepts of positive and negative space. Recognizes and uses middle ground*

BALANCE: *Identifies and uses symmetrical (formal), asymmetrical (informal) and radial balance in two dimensions.*

EMPHASIS / DOMINANCE: *Identifies and uses emphasis / dominance.*

MOVEMENT / RHYTHM: *Identifies and uses movement within an artwork. Recognizes rhythm within an artwork*

REPETITION / PATTERN: *Uses alternating and spiral pattern in artwork.*

ARTISTIC STYLE: *Describes the differences in style between two artworks. Recognizes differences between Realism and Expressionism.*

ART HISTORY: *Summarize and simplify the most essential information of each artist/culture represented in the prints you will use. This might also include a definition or history of the art process used (i.e. Repoussé, Bronze Casting, Impressionism, etc.) Refer to supplied packet information but use your own words. Include only the information you will discuss. Take into account allowed Presentation time, attention spans, and age appropriate explanations. YOU CANNOT DISCUSS EVERYTHING! A short story approach works best in most situations. Writing this out can be helpful in recalling the information.*

PLANNING OUTLINE

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PACKET _____ GRADE LEVEL Fourth Grade

LINE: *Identifies and uses line to create texture.*

SHAPE / FORM: *Identifies and uses geometric forms (e.g., sphere, cone, cube).*

COLOR: *Identifies and makes color values (e.g., tints, shades, tones). Identifies complimentary colors.*

TEXTURE: *Identifies and uses line to create texture.*

SPACE: *Defines space using horizon line, foreground, middle ground, and background.*

BALANCE: *Identifies and demonstrates SYMMETRICAL (formal), ASYMMETRICAL (informal), and RADIAL balance in two and three dimensions.*

EMPHASIS / DOMINANCE: *Identifies and uses emphasis/dominance (also known as focal point or center of interest).*

MOVEMENT / RHYTHM:

REPETITION / PATTERN: *Uses repetition of several elements to create pattern.*

ARTISTIC STYLE: *Describes the attributes of artworks used by specific artists or cultures. Creates artwork using the style of Realism. Creates artwork using the style of Expressionism.*

ART HISTORY: *Summarize and simplify the most essential information of each artist/culture represented in the prints you will use. This might also include a definition or history of the art process used (i.e. Repoussé, Bronze Casting, Impressionism, etc.) Refer to supplied packet information but use your own words. Include only the information you will discuss. Take into account allowed Presentation time, attention spans, and age appropriate explanations. YOU CANNOT DISCUSS EVERYTHING! A short story approach works best in most situations. Writing this out can be helpful in recalling the information.*

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PACKET _____ GRADE LEVEL *Fifth Grade*

LINE: *Understands and demonstrates the use of line through direction, type, and quality*

SHAPE / FORM: *Understands and demonstrates the relationship of two-dimensional shapes and three-dimensional forms*

COLOR: *Uses a color wheel to demonstrate color relationships*

TEXTURE: *Recognizes and demonstrates actual and simulated texture*

SPACE: *Uses spatial devices and concepts to create depth (e.g. one-point perspective, location, size, color value)*

BALANCE: *Identifies and applies principles of balance*

EMPHASIS / DOMINANCE: *Identifies and applies principles of emphasis*

MOVEMENT / RHYTHM: *Identifies and applies principles of movement within an artwork*

REPETITION / PATTERN: *Identifies and applies principles of repetition*

ARTISTIC STYLE: *Identifies specific attributes of artworks of various artists, cultures and times using arts vocabulary*

ART HISTORY: *Summarize and simplify the most essential information of each artist/culture represented in the prints you will use. This might also include a definition or history of the art process used (i.e. Repoussé, Bronze Casting, Impressionism, etc.) Refer to supplied packet information but use your own words. Include only the information you will discuss. Take into account allowed Presentation time, attention spans, and age appropriate explanations. YOU CANNOT DISCUSS EVERYTHING! A short story approach works best in most situations. Writing this out can be helpful in recalling the information.*

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PACKET _____ **GRADE LEVEL** _____
LINE:

SHAPE / FORM:

COLOR:

TEXTURE:

SPACE:

BALANCE:

EMPHASIS / DOMINANCE:

MOVEMENT / RHYTHM:

REPETITION / PATTERN:

ARTISTIC STYLE:

ART HISTORY: Summarize and simplify the most essential information of each artist/culture represented in the prints you will use. This might also include a definition or history of the art process used (i.e. Repoussé, Bronze Casting, Impressionism, etc.) Refer to supplied packet information but use your own words. Include only the information you will discuss. Take into account allowed Presentation time, attention spans, and age appropriate explanations. **YOU CANNOT DISCUSS EVERYTHING!** A short story approach works best in most situations. Writing this out can be helpful in recalling the information.