

Evergreen Elementary Art WA Art Standards by studio

Definitions:

EALR Essential Academic Learning Requirements (Washington State's Department of Public Instruction art standards)
<http://www.k12.wa.us/curriculumInstruct/Arts/frameworks/Evisualart.aspx>

TAB Teaching for Artistic Behavior – a constructivist methodology that uses child-centered pedagogy
<http://teachingforartisticbehavior.org/>

Mini-Studio TAB-Choice art classrooms contain individual studio areas dedicated to specific media

Mini-Studio	Materials	Lessons/EALRs
Drawing	#2 pencils drawing pencils (varied hardness) gel pens crayons crayon pastels colored pencils thick colored markers thin colored markers pink erasers hand pencil sharpeners warming trays light tray reference books and calendars paper (variety of weight and size)	<p>1. The student understands and applies arts knowledge and skills.</p> <p>1.1.1 Understands arts concepts and vocabulary (Elements: line, shape/form, texture, color, space, value)</p> <p>1.1.2 Understands arts concepts and vocabulary (Principles of organization: balance, emphasis/dominance, proportion, movement/rhythm, repetition/pattern, variety, harmony, unity)</p> <p>1.2 Develops arts skills and techniques</p> <p>1.3 Understands and applies arts styles from various artists, cultures, and times</p> <p>1.4 Applies audience skills in a variety of arts settings and performances</p> <p>2. The student demonstrates thinking skills using artistic processes</p> <p>2.1 Applies a creative process in the arts (conceptualizes the context or purpose, gathers information from diverse sources, develops ideas and techniques, organizes arts elements, forms, and/or principles into a creative work, reflects for the purpose of elaboration and self evaluation, refines work based on feedback, presents work to others)</p> <p>2.2 Applies a performance process in the arts: (selects artistic work (repertoire) to perform, analyzes the structure and background of work, Interprets by developing a</p>

		<p>personal approach to the work, rehearses, adjusts, and refines through evaluation and problem solving, presents work for others, reflects and evaluates)</p> <p>2.3 Applies a responding process to an arts presentation (engages actively and purposefully, describes what is seen and/or heard, analyzes how the elements are arranged and organized, interprets based on descriptive properties, evaluates using supportive evidence and criteria)</p> <p>3. The student communicates through the arts.</p> <p>3.1 Uses the arts to express and present ideas and feelings</p> <p>3.2 Uses the arts to communicate for a specific purpose</p> <p>3.3 Develops personal aesthetic criteria to communicate artistic choices</p> <p>4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.</p> <p>4.1 Demonstrates and analyzes the connections among the arts disciplines</p> <p>4.2 Demonstrates and analyzes the connections between the arts and other content areas</p> <p>4.3 Understands how the arts impact lifelong choices</p> <p>4.4 Understands that the arts shape and reflect culture and history</p> <p>4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work</p>
Painting	<p>watercolor trays (8 colors) tempera cakes paint brushes (variety of sizes) palettes pencils pink erasers</p>	<p>1. The student understands and applies arts knowledge and skills.</p> <p>1.1.1 Understands arts concepts and vocabulary (Elements: line, shape/form, texture, color, space, value</p> <p>1.1.2 Understands arts concepts and vocabulary (Principles of organization: balance, emphasis/dominance, proportion, movement/rhythm, repetition/pattern,</p>

white sulfite paper (large and small)
crayons
water cups
cleaning cloths
aprons/smocks

variety, harmony, unity)

1.2 Develops arts skills and techniques

1.3 Understands and applies arts styles from various artists, cultures, and times

1.4 Applies audience skills in a variety of arts settings and performances

2. The student demonstrates thinking skills using artistic processes

2.1 Applies a creative process in the arts (conceptualizes the context or purpose, gathers information from diverse sources, develops ideas and techniques, organizes arts elements, forms, and/or principles into a creative work, reflects for the purpose of elaboration and self evaluation, refines work based on feedback, presents work to others)

2.2 Applies a performance process in the arts: (selects artistic work (repertoire) to perform, analyzes the structure and background of work, Interprets by developing a personal approach to the work, rehearses, adjusts, and refines through evaluation and problem solving, presents work for others, reflects and evaluates)

2.3 Applies a responding process to an arts presentation (engages actively and purposefully, describes what is seen and/or heard, analyzes how the elements are arranged and organized, interprets based on descriptive properties, evaluates using supportive evidence and criteria)

3. The student communicates through the arts.

3.1 Uses the arts to express and present ideas and feelings

3.2 Uses the arts to communicate for a specific purpose

3.3 Develops personal aesthetic criteria to communicate artistic choices

4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.

4.1 Demonstrates and analyzes the connections among the arts disciplines

		<p>4.2 Demonstrates and analyzes the connections between the arts and other content areas</p> <p>4.3 Understands how the arts impact lifelong choices</p> <p>4.4 Understands that the arts shape and reflect culture and history</p> <p>4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work</p>
<p>Print</p>	<p>acrylic printing sheets (12x12) 4" brayers styrofoam sheets pencils thinned tempera stamps (variety, including sponge, lino, hard rubber, soft-foam, and veggie – on request) plastic combs squeegees plastic mesh newspaper sheets copy paper Hanging print dryer with clips aprons/smocks blow dryer</p>	<p>1. The student understands and applies arts knowledge and skills.</p> <p>1.1.1 Understands arts concepts and vocabulary (Elements: line, shape/form, texture, color, space, value)</p> <p>1.1.2 Understands arts concepts and vocabulary (Principles of organization: balance, emphasis/dominance, proportion, movement/rhythm, repetition/pattern, variety, harmony, unity)</p> <p>1.2 Develops arts skills and techniques</p> <p>1.3 Understands and applies arts styles from various artists, cultures, and times</p> <p>1.4 Applies audience skills in a variety of arts settings and performances</p> <p>2. The student demonstrates thinking skills using artistic processes</p> <p>2.1 Applies a creative process in the arts (conceptualizes the context or purpose, gathers information from diverse sources, develops ideas and techniques, organizes arts elements, forms, and/or principles into a creative work, reflects for the purpose of elaboration and self evaluation, refines work based on feedback, presents work to others)</p> <p>2.2 Applies a performance process in the arts: (selects artistic work (repertoire) to perform, analyzes the structure and background of work, Interprets by developing a personal approach to the work, rehearses, adjusts, and refines through evaluation and problem solving, presents work for others, reflects and evaluates)</p> <p>2.3 Applies a responding process to an arts presentation (engages actively and purposefully, describes what is seen and/or heard, analyzes how the elements are</p>

		<p>arranged and organized, interprets based on descriptive properties, evaluates using supportive evidence and criteria)</p> <p>3. The student communicates through the arts.</p> <p>3.1 Uses the arts to express and present ideas and feelings</p> <p>3.2 Uses the arts to communicate for a specific purpose</p> <p>3.3 Develops personal aesthetic criteria to communicate artistic choices</p> <p>4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.</p> <p>4.1 Demonstrates and analyzes the connections among the arts disciplines</p> <p>4.2 Demonstrates and analyzes the connections between the arts and other content areas</p> <p>4.3 Understands how the arts impact lifelong choices</p> <p>4.4 Understands that the arts shape and reflect culture and history</p> <p>4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work</p>
<p>3D Construction</p>	<p>white school glue tacky glue glue sticks hot glue (on request) student scissors adult scissors masking tape brads pipe cleaners drinking straws wooden craft sticks</p>	<p>1. The student understands and applies arts knowledge and skills.</p> <p>1.1.1 Understands arts concepts and vocabulary (Elements: line, shape/form, texture, color, space, value)</p> <p>1.1.2 Understands arts concepts and vocabulary (Principles of organization: balance, emphasis/dominance, proportion, movement/rhythm, repetition/pattern, variety, harmony, unity)</p> <p>1.2 Develops arts skills and techniques</p> <p>1.3 Understands and applies arts styles from various artists, cultures, and times</p>

markers
crayons
recycled “building materials”:
cardboard squares (variety)
toilet paper and paper towel
tubes
small boxes
paper egg cartons
corks
fabric scraps
colored paper scraps
miscellany via donation

1.4 Applies audience skills in a variety of arts settings and performances

2. The student demonstrates thinking skills using artistic processes

2.1 Applies a creative process in the arts (conceptualizes the context or purpose, gathers information from diverse sources, develops ideas and techniques, organizes arts elements, forms, and/or principles into a creative work, reflects for the purpose of elaboration and self evaluation, refines work based on feedback, presents work to others)

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.

4.1 Demonstrates and analyzes the connections among the arts disciplines

4.2 Demonstrates and analyzes the connections between the arts and other content areas

4.3 Understands how the arts impact lifelong choices

		<p>4.4 Understands that the arts shape and reflect culture and history</p> <p>4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work</p>
<p>Collage</p>	<p>colored construction paper colored paper scraps wallpaper rolls tissue paper paper doilies “specialty papers” - fancy papers, vellum, mylar, rice paper rolls, wrapping paper markers crayons pencils paper crimpers magazines for cutting rotary paper cutter student scissors adult scissors fancy-edge scissors glue sticks white school glue tacky glue “found items” including feathers, foam, and assorted craft items from donation stream *string, beads, buttons, etc., from nearby fabric arts center are often used in collage</p>	<p>1. The student understands and applies arts knowledge and skills.</p> <p>1.1.1 Understands arts concepts and vocabulary (Elements: line, shape/form, texture, color, space, value)</p> <p>1.1.2 Understands arts concepts and vocabulary (Principles of organization: balance, emphasis/dominance, proportion, movement/rhythm, repetition/pattern, variety, harmony, unity)</p> <p>1.2 Develops arts skills and techniques</p> <p>1.3 Understands and applies arts styles from various artists, cultures, and times</p> <p>1.4 Applies audience skills in a variety of arts settings and performances</p> <p>2. The student demonstrates thinking skills using artistic processes</p> <p>2.1 Applies a creative process in the arts (conceptualizes the context or purpose, gathers information from diverse sources, develops ideas and techniques, organizes arts elements, forms, and/or principles into a creative work, reflects for the purpose of elaboration and self evaluation, refines work based on feedback, presents work to others)</p> <p>2.2 Applies a performance process in the arts: (selects artistic work (repertoire) to perform, analyzes the structure and background of work, Interprets by developing a personal approach to the work, rehearses, adjusts, and refines through evaluation and problem solving, presents work for others, reflects and evaluates)</p> <p>2.3 Applies a responding process to an arts presentation (engages actively and purposefully, describes what is seen and/or heard, analyzes how the elements are arranged and organized, interprets based on descriptive properties, evaluates using supportive evidence and criteria)</p> <p>3. The student communicates through the arts.</p>

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<p>Fabric Arts</p>	<p>Yarn (various weights, colors, and textures) craft stick ojo de dios forms (both two and three stick models) cardboard looms craft stick looms cardboard bases for yarn pictures beads buttons dental floss hemp twine fabric needles</p>	<p>1. The student understands and applies arts knowledge and skills.</p> <p>1.1.1 Understands arts concepts and vocabulary (Elements: line, shape/form, texture, color, space, value)</p> <p>1.1.2 Understands arts concepts and vocabulary (Principles of organization: balance, emphasis/dominance, proportion, movement/rhythm, repetition/pattern, variety, harmony, unity)</p> <p>1.2 Develops arts skills and techniques</p> <p>1.3 Understands and applies arts styles from various artists, cultures, and times</p> <p>1.4 Applies audience skills in a variety of arts settings and performances</p> <p>2. The student demonstrates thinking skills using artistic processes</p> <p>2.1 Applies a creative process in the arts (conceptualizes the context or purpose,</p>

pins
thread
embroidery hoops
ribbons
foam (thin, colored)

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Clay

12x12 masonite work boards
clay tools
rollers
canvas
slip
plastic baggies
clay (kinder begins with clay dough)

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<p>Other materials</p>	<p>rainbow cabinet (for student use)</p> <p>rulers</p> <p>student scissors</p> <p>sharp scissors for cloth</p> <p>needles</p> <p>thread</p> <p>ojo de dios looms</p> <p>white school glue</p> <p>tacky glue</p> <p>glue sticks</p> <p>hole punches</p> <p>#2 pencils</p>	<p>cleaning supplies in sink area (for student use)</p> <p>washcloths</p> <p>spray bottle with Grout safe cleaner</p> <p>paper towels</p> <p>fingernail brushes</p> <p>teacher supplies in sink area</p> <p>50 lb flour</p> <p>50 lb salt</p> <p>cream of tarter</p> <p>vanilla</p> <p>paper making supplies</p> <p>blender</p> <p>tool box</p> <p>iron</p> <p>mixing bowls</p> <p>zip lock bags in several sizes</p> <p>foil</p> <p>waxed paper</p> <p>plastic wrap</p> <p>cutting boards</p>

		teacher supplies in cabinet:
		pencils
		markers – thick and thin
		glue – sticks, white school, tacky, super glue
		storage containers
		stencils
		beads and button re-supply
		brads