

K- 8 Art Curriculum Draft

September 2021

Principles found in the Diocese of Marquette K-8 Art Curriculum

Art, the Human Person and God

Created "in the image of God," man also expresses the truth of his relationship with God the Creator by the beauty of his artistic works. Indeed, art is a distinctively human form of expression; beyond the search for the necessities of life which is common to all living creatures, art is a freely given superabundance of the human being's inner riches. Arising from talent given by the Creator and from man's own effort, art is a form of practical wisdom, uniting knowledge and skill, to give form to the truth of reality in a language accessible to sight or hearing. To the extent that it is inspired by truth and love of beings, art bears a certain likeness to God's activity in what he has created. Like any other human activity, art is not an absolute end in itself, but is ordered to and ennobled by the ultimate end of man. CCC2501 (CCC: *Catechism of the Catholic Church*)

The Way of Beauty

To travel the way of beauty implies educating youth for beauty, helping them develop a critical spirit to discern the various offerings of media culture, and aid them to shape their senses and character in order to grow and lead into true maturity.

Beauty itself cannot be reduced to simple pleasure of the senses: this would be to deprive it of its universality, its supreme value, which is transcendent. Perception requires an education, for beauty is only authentic in its link to the truth— and it is at the same time "the visible expression of the good, just as the good is the metaphysical expression of beauty" (*Via Pulchritudinis "The Way of Beauty"*, Pontifical Council for Culture, 2006).

The *way of beauty* is also a *way of truth* on which man engages to discover the *goodness* of God's love, source of all beauty, truth and good. Beauty, as much as truth and goodness, leads us to God, the first truth, supreme good, and beauty itself. To say that something is beautiful is not only to recognize that it is intelligible and therefore loveable, but also, in specifying our knowledge, it attracts us, or captures us with a ray capable of igniting wonder. Moreover, as it expresses a certain power of attraction, beauty tells forth reality itself in the perfection of its form. Beauty is a thing's "epiphany." Beauty manifests what a thing is, its "form," by expressing its internal brightness. If the *good* speaks of the desirable, the *beautiful* tells forth the splendor and light of the perfection that each thing manifests.

Teaching students to "see" and understand beauty through great art

Taking time to expose our children to great art gives them the opportunity "to contemplate the ray of beauty that strikes us to the quick, that almost 'wounds' us, and that invites us to rise toward God" (Benedict XVI).

A liberal education is meant to encourage students to pursue the good, the true, and the beautiful. Exposing students to excellent visual art, music and other artistic expression

enables them to attain this noble goal. We practice reflective picture study of beautiful visual art throughout our curriculum. Students are guided to recognize and wonder at the truth and beauty of reality reflected in visual images as well as musical expression.

The value of creating art

If, in addition to exposure to excellent music and visual art, students themselves are given opportunities to *imitate* as well as produce original works of music and visual art, it becomes possible for them to deepen and make personal their love for what is truly beautiful. In order to truly appreciate the beauty expressed by the works of the masters, it is best to have students imitate and perform the artistic expressions of these great purveyors of beauty.

A basic method we use to teach students how to create visual art, for example, is to apply the classical principle of imitation. Therefore, we teach our students about Master Artists in history by first really seeing (being struck by the arrow of beauty) and then reflecting on the master's art in order to prepare our students to practice imitating particular aspects of the beauty of this art.

Further, to create beautiful visual art, students must first be able to first see, understand and practice imitating the *seven elements of art*.

Cultivation of a refined taste is the chief educational function of drawing. In keeping with this purpose, drawing on the one hand vitalizes and ennobles the observations of nature and, on the other hand, it gives the student an idea of the conception in the composition of the works of the arts of design.

The practice of rendering trains children how to attend closely to detail, to study shape and proportion: in short, how to see both art itself and the form of the objects depicted by art. The study of art is also training in the art of attention as well as adoration.

Drawing presupposes on the one hand a mental picture, as perfect as possible, of the object to be drawn and, on the other hand, the control of the movements required for representing the object. Success depends on the coordination of the parts of the mental picture with the motor sensations, and this necessitates a continuous reproducing in the mind of the mental picture and a continuous response of the motor sensations to the control and corrections proceeding from this mental picture. These physical activities help to discipline the child in a wholesome way.

Art integrated with other subjects in our curriculum

Every effort is to be made to incorporate cross curricular touchpoints between the study and practice of art according to beauty within all subjects, including religion, literature, geography, history, math, science, etc. Some examples are below.

Religion

We learn that the Catholic Church has engaged in and supported the expression of beauty through the arts throughout history. We learn about great works of religious art and their artists as well as secular works of art that express true beauty.

The liturgy and beauty. Scripture, illuminated manuscripts, sacramental art, liturgy, liturgical music and above all experience of the Mass and the holy Eucharist are sources and realities of the richest and deepest beauty as well as expressions of it. We learn to value what has come directly as gift from God and participate in this expression of God's love as the greatest beauty, the greatest truth and goodness that, taken together, we may receive in this life. This beauty is the open door to personal relationship, personal union, with Jesus Christ. As "stepping stones" to the life of faith, we cannot underestimate the potential children have for developing a personal experience and relationship with Jesus Christ through reflective consideration of the truths of our faith expressed through beautiful liturgical art.

History & Culture

The study of art should complement the study of history and be a part of it. The study of art should consider how the art of a culture provides that culture's answers to the deep human questions and how changes in art reflect changed understandings in culture.

Buildings, statues, paintings, and all other works of the arts of design are important not only for aesthetics, but also for history. As products of a certain period, these works of art are documents of that period and, placed objectively before our eyes, they recall the past most vividly. Performances of drama, music and dance are important historic and cultural expressions through art. Thus, there is an intimate connection between the history of art and the history of civilization. Furthermore, there is a close connection between the arts and general history: not only that artistic monuments are eloquent records of past deeds and events, but that the arts, particularly painting, look upon the representation of memorable occurrences as one of their chief functions. (See our History Curriculum for examples.)

Students' History Time Lines (See History Curriculum) may be artistically rendered and plot the lives of the Masters of great art as well as significant works of art.

Map drawing is an integral part of the instruction in geography and a valuable aid to the memory.

Science

(See Nature Journaling in our Science curriculum.)

Natural forms are reproduced in practically every department of the natural sciences.

Drawing can train and sharpen the eyes at an early age for the observation of the objects of nature and the types of forms observed during the study of Natural History: crystals, blossoms, birds, insects, animals, diagrams, habitats, etc. offer opportunities for elementary drawings and the development of a sense of beauty.

Mathematics

Mathematics can be discerned and be of use in arts such as music, dance, drawing, painting, architecture, sculpture, and textiles. Principles of art such as balance, proportion, unity, harmony, speak well to the math and art relationship.

Literature

We choose to read classics with the best illustrations, thereby helping to enhance and bring life to the story for the student and add to their experience of beauty through reading.

We encourage the use of integrated art projects, finger plays (K), plays and puppet shows with costumes, sets and scenery, dioramas, music and creative rhythm, and all other art media and artistic expression that help students to retell stories, fables, fairy tales, poetry, rhymes, Scripture verses, Latin words and expressions, liturgical songs and saint stories, etc., studied through the language arts curriculum at all grade levels.

Art Curriculum Resources

Grades K-4 and Grades 5-8

Grades K-4 are provided *support resources* in addition to the Grades K-4 art curriculum content and skills found in this document.

K-Grade 4 support resources (5th-8th will have access to these resources also.)

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKWqGvsOZR6Hpzh>

An **Art Education Resources Folder** that includes:

- Lessons on the Elements and Principles of Art (folder)
- Art Lessons (folder)
- Resources folder (folder)
- Picture Studies overview and example lessons (folder)
- Key web sites
- Key articles

Grades 5-8 are provided a *teacher textbook* and *individual student art pad* in addition to the Grades 5-8 art curriculum content and skills found in this document.

Grades 5-8 resources

- Teachers of Grades 5-8 are provided the **classroom art textbook: *Ever Ancient, Ever New: Art History, Appreciation, Theory and Practice***. Grades 5-7 use Level 1 and Grade 8 uses Level 2.
- Students in Grades 5-8 each receive a corresponding **student Art Pad, Level 1 or Level 2**, for practical activities.

[NOTE: In 2021-2022, **Grade 8 will follow the Grade 7 curriculum** and use Level 1 resources in order to learn the basic Art Theory principles contained in Level 1. In 2022-2023 and ongoing, Grade 8 will use the Level 2 resources and the Grade 8 curriculum below.]

This textbook with student resource is aligned well to our Diocese of Marquette History curriculum and presents a deep understanding of beauty rooted in our Christian tradition.

In addition, please consider purchasing these **suggested Art Books for Grades K-4 classrooms** and libraries:

Children's Book of Art, DK Eyewitness

Wild About Shapes, Jeremie Fischer

Name that Style, Bob Raczka

Getting to Know the World's Greatest Artists, series by Mike Venezia

What Makes a Monet a Monet? (and other artists), series by Richard Muhlberger

A Child's book of Prayer in Art, Sister Wendy Beckett

A Child's Book of Art: Great Pictures, First Words, Lucy Micklethwait

Let's Look at a Masterpiece, Madeleine Stebbins

A Child's Introduction to Art, Heather Alexander

Kindergarten Art Curriculum – Diocese of Marquette

The Elements of Art

The elements of art are *line, shape, texture, form, value, space* and *color*. Each year in grades K-4, we will study and review the elements of art.

Kindergarten will focus on the elements of ***color, line, and shape***.

K-Grade 4 support resources

An **Art Education Resources Folder** that includes:

- Elements and Principles of Art and Design (folder)
- Art Lessons (folder)
- Resources folder (folder)
- Picture Studies overview and example lessons (folder)

You will use the Elements and Principles of Art and Design located in the **Art Education Resources Folder** with the following:

Color:

- K students will be able to identify **warm** (red, orange, yellow) vs. **cool** (green, blue, purple) colors.
- K students will be able to identify the **three primary colors** (red, yellow, blue).
- Observe and discuss *how colors can create different feelings* at these links:
 - » [Pieter Bruegel, The Hunters in the Snow](#)

- » [Utagawa Hiroshige, The Plum Garden in Kameido](#)
- » [GoogleArts on Hiroshige](#)
- » [Artnet link on Hiroshige](#)
- » [Paul Gauguin, Tahitian Landscape](#) 1891
- » [Tahitian Landscape](#) 1892
- » [Pablo Picasso, The Old Guitarist](#) (Picasso's Blue Period)

Line:

- Identify and use different lines: *straight, zigzag, curved, wavy, thick, thin*, etc.
- Identify and use **horizontal** and **vertical** lines [Piet Mondrian](#)
- Observe and discuss different kinds of lines in:
 - » [Katsushika Hokusai, Tuning the Samisen](#)
 - » [Henri Matisse, Purple Robe and Anemones](#)
 - » [Joan Miró, People and Dog in the Sun](#)
 - » [Wassily Kandinsky, Improvisation 28](#)
 - » [Bio and life's artwork](#)
 - » [Mimbres culture, Bowl with two cranes and geometric forms](#)

Shape:

- Recognize **basic geometric shapes**: *square, triangle, circle*- in nature, man-made objects, and artworks.
 - » [Wassily Kandinsky, Concentric Circles](#) 1913
 - » [Piet Mondrian, Broadway Boogie Woogie](#) 1942-43
 - » [Henri Matisse, The Snail](#) 1953
 - » [Okun Akpan Abuje, Nigerian Funerary shrine cloth, late 1970's](#)
 - » [MC Escher, Cycle](#) 1938
 - » [Pablo Picasso, Three Musicians](#) 1921
 - » [Grand Wood, Spring Turning](#) 1936
 - » [Edward Steichen, The Sunflower](#) 1920
 - » [Claes Oldenburg, Geometric Mouse-Scale A](#) 1969-1971 Sculpture

Picture Study

Find the **Art Education Resource Folder** that includes:

- [Picture Studies](#) overview and example lessons (folder)
- See this link for how to do basic Charlotte Mason picture study:
<https://simplycharlottemason.com/blog/how-to-do-picture-study/>

You will use the [Picture Studies](#) located in the Art Education Resource Folder and the links below to learn how to do picture study:

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKwqGvsOZR6Hpzh>

Some suggested artists and pictures for picture study are listed below. It is good to practice picture study with several paintings from these artists so students can learn their styles more deeply.

Sacred Subjects:

Rossetti – Annunciation

» <https://www.wikiart.org/en/dante-gabriel-rossetti/the-annunciation>

Botticelli - Holy Family

» <https://fineartamerica.com/featured/the-holy-family-with-saint-john-the-baptist-entourage-de-sandro-botticelli.html>

Burne Jones - Days of Creation

» <https://harvardartmuseums.org/art/303460>

Fra Angelico - Angels

» <https://www.stjathenaeum.org/fra-angelico-angels>

» https://en.wikipedia.org/wiki/Fra_Angelico#/media/File:Fra_Angelico_049.jpg

Holman Hunt - Light of the World

» [https://en.wikipedia.org/wiki/The_Light_of_the_World_\(painting\)](https://en.wikipedia.org/wiki/The_Light_of_the_World_(painting))

Or other favorite sacred pictures.

Animal Studies:

Sir Edwin Henry Landseer

» <https://artvee.com/artist/sir-edwin-henry-landseer/>

Rosa Bonheur

» https://en.wikipedia.org/wiki/Rosa_Bonheur

Children:

Faed's - Mitherless Bairns

» <https://www.ngv.vic.gov.au/explore/collection/work/3947/>

Philip Calderon - The Orphans

» https://commons.wikimedia.org/wiki/File:Philip_Hermogenes_Calderon_-_The_Orphans.jpg

Mary Cassatt - Children Playing on the Beach

» <https://www.nga.gov/collection/art-object-page.52163.html>

Luca della Robbia - Singing and Dancing Children

» https://en.wikipedia.org/wiki/Luca_della_Robbia

Murrillo - A Peasant Boy Leaning on a Sill

» <https://www.nationalgallery.org.uk/paintings/bartolome-esteban-murillo-a-peasant-boy-leaning-on-a-sill>

Landscapes:

Pieter Bruegel - Hunters in the Snow

» <https://artsandculture.google.com/asset/hunters-in-the-snow-winter/WgFmzFNNN74nUg?hl=en>

El Greco- View of Toledo

» <https://www.metmuseum.org/art/collection/search/436575>

John Constable - The Hay Wain

» https://en.wikipedia.org/wiki/The_Hay_Wain

Thomas Cole - View from Mount Holyoke

» <https://www.metmuseum.org/art/collection/search/10497>

Frederic Edwin Church - Twilight in the Wilderness

» <https://www.clevelandart.org/art/1965.233>

Albert Bierstadt - Looking Down Yosemite Valley

» <https://artsandculture.google.com/asset/looking-down-yosemite-valley-california/HQFWCe3luvgeHA?hl=en>

Other themes:

Raphael - Saint George and the Dragon

» <https://www.nga.gov/collection/art-object-page.28.html>

Edward Burne Jones - The Golden Stairs

» https://en.wikipedia.org/wiki/The_Golden_Stairs

Grade One Art Curriculum – Diocese of Marquette

The Elements of Art, Grade 1

The elements of art are *line, shape, texture, form, value, space* and *color*. Each year in grades K-4, we will study and review the elements of art.

Grade 1 will focus on the elements of ***line, color, shape, and texture***.

» <https://slideplayer.com/slide/8237816/> See slides 10-33.

K-Grade 4 support resources

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKWqGvsOZR6Hpzh>

An **Art Education Resources Folder** that includes:

- Elements and Principles of Art and Design (folder)
- Art Lessons (folder)
- resources folders (folder)
- Picture Studies overview and example lessons (folder)

- Also, see Elements of Art lesson plans at the National Gallery of Art, here:
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/color.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/line.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/shape.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/form.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/texture.html>

You will use the Elements and Principles of Art and Design located in the **Art Education Resources Folder** with the following:

Line:

- Review the different types of lines studied in kindergarten and observe how they are used in:
 - » [Jacob Lawrence, Parade](#)
 - » [Henri Matisse, The Swan](#)
- One of Georgia O'Keefe's *Shell* paintings:
 - » [Red Hill and White Shell](#)
 - » [Shell No.1](#)
 - » [White Shell with Red](#)
 - » [Website with a few more, plus information](#)

Color:

- Know that red, yellow, and blue are commonly referred to as the "primary colors" and, when mixed together, they create the following:
 - Blue + yellow = green
 - Blue + red = violet (purple)
 - Red + yellow = orange
- Identify the primary colors and the colors they make in the following artworks. Observe which colors are **warm** and which are **cool**. (See kindergarten.)
 - » [Claude Monet, Tulips in Holland](#)
 - » https://en.wikipedia.org/wiki/Whistler%27s_Mother
 - » [Diego Rivera, Piñata](#)
 - » [Henri Matisse, Portrait of Madame Matisse](#)

Shape:

- Recognize **basic geometric shapes** – *square, rectangle, triangle, circle, oval* – in nature, man-made objects, and artworks, including:
 - » [Jacob Lawrence, Parade](#)
 - » [Grant Wood, Stone City, Iowa](#)
 - » [Alfred Stieglitz, The Steerage \(photograph\)](#)

Texture:

- Note that texture can be **actual**, which refers to how a surface actually feels to the touch, or the texture can be **implied**, which applies to how something appears to feel.
- Describe qualities of texture (e.g., *rough, smooth, bumpy, scratchy*, etc.) in the following artworks.
 - » [Native American baskets \(e.g., Pomo basket\)](#)
 - » Another [Example](#)
 - » [Edgar Degas, Little Fourteen-Year-Old Dancer](#)
NOTE: The original was made of wax with a real tutu, silk ribbon, ballet slippers, and wig. Many versions were later cast in bronze.
 - » [Albrecht Dürer, Young Hare 2.](#)

Subject Matter

PORTRAIT • Recognize each of the following as a **portrait** or **self-portrait**, designed as an *image of a specific, individual person* or even an animal:

Leonardo da Vinci, *Mona Lisa*

» <https://www.wikiart.org/en/Search/Leonardo%20da%20Vinci,%20Mona%20Lisa>

Francisco Goya, *Don Manuel Osorio Manrique de Zúñiga*

» <https://www.wikiart.org/en/francisco-goya/don-manuel-osorio-manrique-de-zuniga>

George Stubbs, *Whistlejacket*

» <https://www.wikiart.org/en/george-stubbs/whistlejacket>

Vincent van Gogh, *Self-Portrait (1889)*

» https://artsandculture.google.com/asset/self-portrait/9qFw_1Vou2CkwQ?hl=en

STILL LIFE • Recognize each of the following as a **still life**, designed as a *precise arrangement of inanimate objects*:

» [Clara Peeters, such as Flowers, Goblet, Dried Fruit, and Pretzels](#)

» [Vincent van Gogh, Irises](#)

» [Paul Cézanne, such as Apples and Oranges \(1895\)](#)

MURAL • Recognize the following as a **mural**, designed as a *painting on a wall*:

Diego Rivera, *The History of Medicine in Mexico*

» <https://www.medicalhistorytour.com/missives/2018/3/1/medicine-mexico-and-murals>

Integrating Art Across the Curriculum, Grade 1

Religion, History and Art

The Scriptures and Art *from Pope St. John Paul II to Artists*

“Sacred Scripture is a sort of ‘immense vocabulary’ from which both Christian culture and art have drawn. The Old Testament, read in the light of the New, has provided endless streams of inspiration. From the stories of the Creation and sin, the Flood, the cycle of the Patriarchs, the events of the Exodus to so many other episodes and characters in the history of salvation, the biblical text has fired the imagination of painters, poets, musicians, playwrights and film-makers. And as for the New Testament, From the Nativity to Golgotha, from the Transfiguration to the Resurrection, from the miracles to the teachings of Christ, and on to the events recounted in the Acts of the Apostles or foreseen by the Apocalypse in an eschatological key, on countless occasions the biblical word has become image, music and poetry, evoking the mystery of ‘the Word made flesh’ in the language of art.

“In the history of human culture, all of this is a rich chapter of faith and beauty. Believers above all have gained from it in their experience of prayer and Christian living. Indeed for many of them, in times when few could read or write, representations of the Bible were a concrete mode of catechesis. But for everyone, believers or not, the works of art inspired by Scripture remain a reflection of the unfathomable mystery which engulfs and inhabits the world...

“Every genuine art form in its own way is a path to the inmost reality of man and of the world. It is therefore a wholly valid approach to the realm of faith, which gives human experience its ultimate meaning. That is why the Gospel fullness of truth was bound from the beginning to stir the interest of artists, who by their very nature are alert to every ‘epiphany’ of the inner beauty of things.” (*Letter to Artists*, Pope St. John Paul II, 1999)

The Old Testament and Art

The Grade 1 History curriculum studies the Old Testament. Integrate visual art. See:

<https://www.artbible.info/> Comprehensive art and bible resource.

<https://www.artbible.info/bible/old-testament.html> Old Testament

Old Testament Art. Use the art links below to align history, art and religion when students are teaching these Bible stories in history class. Also, explain to students that great artists throughout history have taken the stories of the Bible as themes for some of the greatest art ever created because the artists themselves and the culture of the time was permeated with Christian faith.

Creation of the World	Gen: 1-25	http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/volta/storie-centrali/creazione-degli-astri-e-delle-piante.html
Creation of Man	Gen 1: 26-30	http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/volta/storie-centrali/creazione-di-adamo.html
Fallen Angels Man's fall, punishment and promise of Savior, Cain and Abel	Gen 3: 1-5 Gen 3: 1-24, (Gen 3: 15) Gen 4: 1-15	http://www.artbible.info/images/titiaankainabelgrt.jpg
Noah and Ark	Gen 6-9 use portions	https://upload.wikimedia.org/wikipedia/commons/thumb/e/ea/The_Animals_Entering_Noah%27s_Ark_1570s_Jacopo_Bassano.jpg/1280px-The_Animals_Entering_Noah%27s_Ark_1570s_Jacopo_Bassano.jpg
Joseph Story	Gen 37-50 - use portions, may take 3 or 4 days	https://en.wikipedia.org/wiki/Joseph_(Genesis)#/media/File:Joseph_working_02.gif https://en.wikipedia.org/wiki/Joseph_(Genesis)#/media/File:Tissot_Joseph_and_His_Brethren_Welcomed_by_Pharaoh.jpg
Moses	Exodus 2 and following	http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/parete-sud/storie-di-mose.html http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/parete-sud/storie-di-mose/fatti-della-vita-di-mose.html
Flight from Egypt – Passover meal Passage through Red Sea	Ex 12: 1-42 Ex 14: 10-31	https://images.fineartamerica.com/images/artworkimages/mediumlarge/1/the-children-of-israel-crossing-the-red-sea-henri-frederic-schopin.jpg
10 Commandments	Ex 20: 1-17	http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/parete-sud/storie-di-mose/consegna-delle-tavole-della-legge.html

Further Art and Religion suggestions:

- Use the art resources from Sophia Press whenever possible.

<https://sophiainstituteforteachers.org/art>

Science and Art

- See Nature Journaling in the DOM Science Curriculum.

<https://johnmuirlaws.com/journaling-curriculum/>

Picture Study

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See this link for how to do basic Charlotte Mason picture study:

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Some suggested artists and pictures for picture study are listed below. It is good to practice picture study with several paintings from these artists so students can learn their styles more deeply.

Sacred Subjects:

Rossetti – Annunciation

» <https://www.wikiart.org/en/dante-gabriel-rossetti/the-annunciation>

Botticelli - Holy Family

» <https://fineartamerica.com/featured/the-holy-family-with-saint-john-the-baptist-entourage-de-sandro-botticelli.html>

Burne Jones - Days of Creation

» <https://harvardartmuseums.org/art/303460>

Fra Angelico - Angels

» <https://www.stjathenaeum.org/fra-angelico-angels>

» https://en.wikipedia.org/wiki/Fra_Angelico#/media/File:Fra_Angelico_049.jpg

Holman Hunt - Light of the World

» [https://en.wikipedia.org/wiki/The_Light_of_the_World_\(painting\)](https://en.wikipedia.org/wiki/The_Light_of_the_World_(painting))

Or other favorite sacred pictures.

Animal Studies

Sir Edwin Henry Landseer

» <https://artvee.com/artist/sir-edwin-henry-landseer/>

Rosa Bonheur

» https://en.wikipedia.org/wiki/Rosa_Bonheur

Children

Faed's - Mitherless Bairns

» <https://www.ngv.vic.gov.au/explore/collection/work/3947/>

Philip Calderon - The Orphans

» https://commons.wikimedia.org/wiki/File:Philip_Hermogenes_Calderon_-_The_Orphans.jpg

Mary Cassatt - Children Playing on the Beach

» <https://www.nga.gov/collection/art-object-page.52163.html>

Luca della Robbia - Singing and Dancing Children

» https://en.wikipedia.org/wiki/Luca_della_Robbia

Murrillo - A Peasant Boy Leaning on a Sill

» <https://www.nationalgallery.org.uk/paintings/bartolome-esteban-murillo-a-peasant-boy-leaning-on-a-sill>

Landscapes

Pieter Bruegel - Hunters in the Snow

» <https://artsandculture.google.com/asset/hunters-in-the-snow-winter/WgFmzFNNN74nUg?hl=en>

El Greco- View of Toledo

» <https://www.metmuseum.org/art/collection/search/436575>

John Constable - The Hay Wain

» https://en.wikipedia.org/wiki/The_Hay_Wain

Thomas Cole - View from Mount Holyoke

» <https://www.metmuseum.org/art/collection/search/10497>

Frederic Edwin Church - Twilight in the Wilderness

» <https://www.clevelandart.org/art/1965.233>

Albert Bierstadt - Looking Down Yosemite Valley

» <https://artsandculture.google.com/asset/looking-down-yosemite-valley-california/HQFWCe3luvgeHA?hl=en>

Other themes

Raphael - Saint George and the Dragon

» <https://www.nga.gov/collection/art-object-page.28.html>

Edward Burne Jones - The Golden Stairs

» https://en.wikipedia.org/wiki/The_Golden_Stairs

» [Edgar Degas, *Little Fourteen-Year-Old Dancer*](#)

- » [Johannes Vermeer, Girl with a Pearl Earing](#)
- » [Claude Monet, Water Lilies](#)

Grade Two Art Curriculum – Diocese of Marquette

The Elements of Art, Grade 2

The elements of art are *line, shape, texture, form, value, space* and *color*. Each year in grades K-4, we will study and review the elements of art.

Grade 2 will focus on the elements of ***line, color, shape, and form***.

- Review *line, color, shape* and *texture* from previous years.

K-Grade 4 support resources

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKWqGvsOZR6Hpzh>

An **Art Education Resources Folder** that includes:

- Elements and Principles of Art and Design (folder)
- Art Lessons (folder)
- resources folders (folder)
- Picture Studies overview and example lessons (folder)

- See Elements of Art lesson plans at the National Gallery of Art, here:
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/color.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/line.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/shape.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/form.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/texture.html>

- Here is a slide presentation on some of the elements of art. View slides 10-33:
<https://slideplayer.com/slide/8237816/>

You will use the Elements and Principles of Art and Design located in the **Art Education Resources Folder** with the following:

Line:

- Recognize lines as **horizontal**, **vertical**, or **diagonal** in the following artworks. Note that diagonal and curving lines *create energy*, while horizontal lines are *calm*.
 - » [Katsushika Hokusai, The Great Wave of Kanagawa Nami-Ura from Thirty-six Views of Mt. Fuji](#)
 - » another [Resource](#)
 - » [Georgia O'Keeffe, Black Place II](#)

Color:

- Review **primary colors** (red, blue, yellow) and know that **they create "secondary" colors** (orange, green, violet).
 - » [Claude Monet, Haystack series; Rouen Cathedral series](#)
 - » [Various works by Mark Rothko, such as Orange and Yellow](#)

Shape and Form:

- Have a discussion of the difference between **shape** and **form**, where shape is *two-dimensional* and form is *three-dimensional*.
- Observe relationships between two-dimensional and three-dimensional shapes (e.g., square to cube, triangle to pyramid, etc.).
- Compare a work by Piet Mondrian, such as [Composition with Red, Yellow, Blue and Black \(1921\)](#), with a work by [Donald Judd, such as Untitled \(1966/68\)](#).

Types of Art**SCULPTURE**

- Observe how lines (and energy) are implied by the *form* and *movement* of the following **sculptures**:
 - » [The Discus Thrower \(Ancient Greece\)](#)
 - » [Flying Horse of Gansu \(China\)](#)
 - » [Auguste Rodin, The Thinker](#)

LANDSCAPE

- Recognize the following as **landscapes**, defined as *images of natural scenery with little to no evidence of human presence*.
 - » [Shen Zhou, Lofty Mount Lu \(Ming Dynasty\)](#)
 - » [Thomas Cole, The Oxbow](#)
 - » [Albert Bierstadt, A Storm in the Rocky Mountains, Mt. Rosalie](#)
 - » [Henri Rousseau, Virgin Forest](#)

ARCHITECTURE

- Understand **architecture** as *the art of designing buildings*.
- Understand **symmetry** and **a line of symmetry**. Observe symmetry (or the lack of it) in the design of some buildings.
- **Symmetry** defined: *a special type of proportion* in which one half of an object or image mirrors the other half along a line of symmetry.
- Compare the structure and design of [Parthenon](#) (Greece) with the [Guggenheim Museum](#) (New York City) in light of symmetry.
- Identify *line, shape, and special features* (such as columns and domes) in the following:
 - » [The Parthenon](#) (Athens, Greece)
 - » [Himeji Castle](#) (also known as “White Heron Castle,” Japan)
 - » [The Guggenheim Museum](#) (New York City)

Integrating Art Across the Curriculum, Grade 2

History and Art

Vikings

Paintings, carvings and jewelry

- » <https://upload.wikimedia.org/wikipedia/commons/b/b3/Christian-krohg-leiv-eriksson.jpg>
- » http://res.cloudinary.com/dk-find-out/image/upload/q_80,w_1440/A_OVR-394360_vi82aq.jpg
- » <https://www.wikiart.org/en/paintings-by-style/viking-art#!#filterName:all-works,viewType:masonry>

Columbus

- » <https://www.aoc.gov/art/historic-rotunda-paintings/landing-columbus>
- » <https://www.aoc.gov/art/historic-rotunda-paintings/embarkation-pilgrims>

The painting above is in the U.S. Capitol. A helpful guide to teach from:

- » https://c.o0bg.com/rf/image_960w/Boston/2011-2020/2015/04/01/BostonGlobe.com/Regional/Images/paintingA.jpg

Religion, History and Art

Scriptures and Art from Pope St. John Paul II to Artists

“Sacred Scripture is a sort of ‘immense vocabulary’ from which both Christian culture and art have drawn. The Old Testament, read in the light of the New, has provided endless streams of inspiration. From the stories of the Creation and sin, the Flood, the cycle of the Patriarchs, the events of the Exodus to so many other episodes and characters in the history of salvation, the biblical text has fired the imagination of painters, poets, musicians, playwrights and film-makers. And as for the New Testament, From the Nativity to Golgotha, from the Transfiguration to the Resurrection, from the miracles to the teachings of Christ, and on to the events recounted in the Acts of the Apostles or foreseen by the Apocalypse in an eschatological key, on countless occasions the biblical word has become image, music and poetry, evoking the mystery of ‘the Word made flesh’ in the language of art.

“In the history of human culture, all of this is a rich chapter of faith and beauty. Believers above all have gained from it in their experience of prayer and Christian living. Indeed for many of them, in times when few could read or write, representations of the Bible were a concrete mode of catechesis. But for everyone, believers or not, the works of art inspired by Scripture remain a reflection of the unfathomable mystery which engulfs and inhabits the world...

“Every genuine art form in its own way is a path to the inmost reality of man and of the world. It is therefore a wholly valid approach to the realm of faith, which gives human experience its ultimate meaning. That is why the Gospel fullness of truth was bound from the beginning to stir the interest of artists, who by their very nature are alert to every ‘epiphany’ of the inner beauty of things.” (*Letter to Artists*, Pope St. John Paul II, 1999)

The New Testament and Art

Grade 2 History studies the New Testament in our history curriculum. See:

<https://www.artbible.info/> Comprehensive art and bible resource.

<https://www.artbible.info/bible/new-testament.html> New Testament

New Testament- Use the art links below to align history, art and religion when students are teaching these Bible stories in history class. Also, explain to students that great artists throughout history have taken the stories of the Bible as themes for some of the greatest art ever created because the artists themselves and the culture of their time was permeated with Christian faith.		
John the Baptist	Luke 1:5-25	http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/collezione-d_arte-contemporanea/sala-1--la-collezione-darte-contemporanea/giulio-aristide-sartorio--il-precursore.html
Annunciation	Luke 1: 26-38	http://1mpkoh2uj7ew36r28p3t8kxt11gl.wpengine.netdna-cdn.com/wp-content/uploads/2016/04/shutterstock_341782814-660x350.jpg http://communio.stblogs.org/Annunciation%20Falbani.jpg

Birth of Jesus	Luke 2: 1-20	https://s-media-cache-ak0.pinimg.com/originals/2a/22/e2/2a22e2818b52a5ced2ee16e422b30669.jpg https://content3.cdnprado.net/imagenes/Documentos/imgsem/b6/b644/b6440da1-0c0c-4ead-84b7-f5a017e2fd17/fa2e6d45-7a12-4e3e-8213-186bb5e7054e_832.jpg
Childhood scenes, the Presentation and finding of Jesus in the temple	Luke 2: 22-38, Luke 2:41-51	https://uploads4.wikiart.org/images/raphael/the-presentation-in-the-temple-1503.jpg https://static.wixstatic.com/media/d7fffb_d5817b6458164013baf35b86f5bde7e4~mv2.jpg/v1/fill/w_1043,h_1500,al_c,q_90/file.jpg
Jesus Baptized by John	Matthew 3:13-17	http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/collezione-d-arte-contemporanea/sala-6--scultura-italiana-anni-20--50/publio-morbiducci--battesimo-di-gesu.html
First Miracle: wedding feast at Cana	John 2: 1-11	http://www.stgregoryoc.org/wp-content/uploads/2012/01/wedding-cana.png http://cradio.org.au/wp-content/uploads/2013/10/Cana.jpg
Raising of the dead, helping the sick	Luke 7: 11-17	https://upload.wikimedia.org/wikipedia/commons/a/a3/Rembrandt_Harmensz._van_Rijn_-_The_Raising_of_Lazarus_-_Google_Art_Project.jpg http://images.metmuseum.org/CRDImages/cl/web-large/cdi59-196.jpg
Beatitudes	Matthew 5: 1-12	https://upload.wikimedia.org/wikipedia/commons/9/96/Bloch-SermonOnTheMount.jpg
Jesus Institutes the holy Eucharist	Mt 26:26-28; cf. Mk 14:22-24, Lk 22:17-20	https://s-media-cache-ak0.pinimg.com/736x/28/da/01/28da01050011f29b50ba04b799f1e6c3--eucharist-catholic-art.jpg https://en.wikipedia.org/wiki/The_Last_Supper_(Leonardo_da_Vinci)#/media/File:%C3%9Altima_Cena_-_Da_Vinci_5.jpg
Agony of Jesus	Mt 26:36-46	https://s-media-cache-ak0.pinimg.com/736x/a4/82/e5/a482e5a7d3e3985649d3fb9c79c27e81--religious-paintings-el-greco.jpg http://www.catholictradition.org/Passion/passion8.jpg
Death of Jesus	Mt 27: 32-56	http://www.italianrenaissance.org/wp-content/uploads/Michelangelo-pieta-index-new.png

		https://upload.wikimedia.org/wikipedia/commons/7/79/Prosper Guerin - La pieta.jpg https://www.wikiart.org/en/rembrandt/the-resurrection-of-christ-1639
Jesus Rises from the Dead	Lk 24:1-12 and following	http://www.catholicerald.co.uk/content/uploads/2015/11/risen_christ2-800x500.jpg https://uploads1.wikiart.org/images/rembrandt/the-resurrection-of-christ-1639.jpg https://upload.wikimedia.org/wikipedia/commons/e/e0/Caravaggio - The Incredulity of Saint Thomas.jpg
Ascension of Jesus into Heaven	Lk 24: 50-53	http://1.bp.blogspot.com/-Mlt9m2WwhfQ/VVNonJz0qBI/AAAAAAAAAG4M/srL3-sd3EIk/s1600/JESUS+-+Ascension+5.jpg https://jtmoger.files.wordpress.com/2015/03/the-ascension-1801.jpg
Descent of the Holy Spirit	Acts 2: 1-4	https://media2.catholicireland.net/wp-content/uploads/2017/05/Pentecost-El-Greco.png https://seeinggodinart.files.wordpress.com/2015/05/titian-descent-of-the-holy-ghost.jpg

Further Art and Religion suggestions

- Use the art resources from Sophia Press whenever possible:
<https://sophiainstituteforteachers.org/art>

Art and Science

- See Nature Journaling in the DOM Science Curriculum. Also see:
<https://johnmuirlaws.com/journaling-curriculum/>

Picture Study

Find the **Art Education Resource Folder** that includes:

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKWqGvsOZR6Hpzh>

- Picture Studies overview and example lessons (folder)
- **See this link** for how to do basic Charlotte Mason picture study:
<https://simplycharlottesmason.com/blog/how-to-do-picture-study/>

You will use the Picture Studies located in the Art Education Resource Folder and the links provided to learn how to do picture study:

Some suggested artists and pictures for picture study are listed below. It is good to practice picture study with several paintings from these artists so students can learn their styles more deeply.

Sacred Subjects:

Rossetti – Annunciation

» <https://www.wikiart.org/en/dante-gabriel-rossetti/the-annunciation>

Botticelli - Holy Family

» <https://fineartamerica.com/featured/the-holy-family-with-saint-john-the-baptist-entourage-de-sandro-botticelli.html>

Burne Jones - Days of Creation

» <https://harvardartmuseums.org/art/303460>

Fra Angelico - Angels

» <https://www.stjathenaeum.org/fra-angelico-angels>

» https://en.wikipedia.org/wiki/Fra_Angelico#/media/File:Fra_Angelico_049.jpg

Holman Hunt - Light of the World

» [https://en.wikipedia.org/wiki/The_Light_of_the_World_\(painting\)](https://en.wikipedia.org/wiki/The_Light_of_the_World_(painting))

Or other favorite sacred pictures.

Animal Studies

Sir Edwin Henry Landseer

» <https://artvee.com/artist/sir-edwin-henry-landseer/>

Rosa Bonheur

» https://en.wikipedia.org/wiki/Rosa_Bonheur

Children

Faed's - Mitherless Bairns

» <https://www.ngv.vic.gov.au/explore/collection/work/3947/>

Philip Calderon - The Orphans

» https://commons.wikimedia.org/wiki/File:Philip_Hermogenes_Calderon_-_The_Orphans.jpg

Mary Cassatt - Children Playing on the Beach

» <https://www.nga.gov/collection/art-object-page.52163.html>

Luca della Robbia - Singing and Dancing Children

» https://en.wikipedia.org/wiki/Luca_della_Robbia

Murrillo - A Peasant Boy Leaning on a Sill

» <https://www.nationalgallery.org.uk/paintings/bartolome-esteban-murillo-a-peasant-boy-leaning-on-a-sill>

Landscapes

Pieter Bruegel - Hunters in the Snow

» <https://artsandculture.google.com/asset/hunters-in-the-snow-winter/WgFmzFNN74nUg?hl=en>

El Greco- View of Toledo

» <https://www.metmuseum.org/art/collection/search/436575>

John Constable - The Hay Wain

» https://en.wikipedia.org/wiki/The_Hay_Wain

Thomas Cole - View from Mount Holyoke

» <https://www.metmuseum.org/art/collection/search/10497>

Frederic Edwin Church - Twilight in the Wilderness

» <https://www.clevelandart.org/art/1965.233>

Albert Bierstadt - Looking Down Yosemite Valley

» <https://artsandculture.google.com/asset/looking-down-yosemite-valley-california/HQFWCe3luvgeHA?hl=en>

Other themes

Raphael - Saint George and the Dragon

» <https://www.nga.gov/collection/art-object-page.28.html>

Edward Burne Jones - The Golden Stairs

» https://en.wikipedia.org/wiki/The_Golden_Stairs

» [Edgar Degas, Little Fourteen-Year-Old Dancer](#)

» [Johannes Vermeer, Girl with a Pearl Earring](#)

» [Claude Monet, Water Lilies](#)

Grade Three Art Curriculum – Diocese of Marquette

The Elements of Art, Grade 3

The elements of art are *line, shape, texture, form, value, space* and *color*. Each year in grades K-4, we will study and review the elements of art.

Grade 3 will focus on the elements of ***line, color, shape, form, texture, value*** and ***space***.

- Review *line, color, shape, form* and *texture* from previous years.

- Add discussions of **value** and **space**.

K-Grade 4 support resources

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKWqGvsOZR6Hpzh>

An **Art Education Resources Folder** that includes:

- Elements and Principles of Art and Design (folder)
- Art Lessons (folder)
- resources folders (folder)
- Picture Studies overview and example lessons (folder)

- Also, see Elements of Art lesson plans at the National Gallery of Art, here:
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/color.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/line.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/shape.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/form.html>
 - » <https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/texture.html>

- Here is a slide presentation on some of the elements of art. View slides 10-33:
<https://slideplayer.com/slide/8237816/>

You will use the Elements and Principles of Art and Design located in the **Art Education Resources Folder** with the following:

Color:

- Review **primary colors** (red, blue, yellow) and know that **they create “secondary” colors** (orange, green, violet).
- Know **complementary colors** (opposite colors on the **color wheel**).
 - » [Claude Monet, Haystack series; Rouen Cathedral series](#)
 - » [Various works by Mark Rothko, such as Orange and Yellow](#)

Value:

- Define **value** as the *lightness* or *darkness* of a color (i.e., light and shadow).
- Observe how artists use light and shadow in suggested artworks:
 - » [Caravaggio, the Calling of Saint Matthew](#)

- » [Johannes Vermeer, *Woman Holding a Balance*](#)
- » [James Chapin, *Ruby Green Singing*](#)
- » [Edward Hopper, *Nighthawks*](#)

Space:

- Understand two-dimensional and three-dimensional space and how shape/form interact with space.
- Observe how artists can make two-dimensional canvases appear three-dimensional by creating the illusion of depth. (This is known as “perspective.” Students will take a more detailed look at perspective in Grade 5.)

A second-style Roman fresco, such as the detail of a tholos from the Villa of Publius Fannius Synistor (Boscotrecase) [another example](#)

- » [Raphael, *Marriage of the Virgin*](#)
- » [Andrew Wyeth, *Christina's World*](#)

Composition:

The way an artist arranges the elements of art in his picture space. When a painting has good composition, our eyes move through the picture easily and our eyes are attracted to the parts of the painting which the artist thinks are most important.

- Understand that “composition” is the arrangement of the figures/objects in a work of art. Know the following terms: *figure, foreground, middle ground, background, pattern, balance, and symmetry.*

Foreground:

The part of a landscape that appears to be closest to the viewer.

Middle ground:

The part of a landscape that appears to be at a middle distance from the viewer, not as close to foreground and not as far as the background.

Background:

The part of a landscape that appears to be farthest from the viewer.

Pattern:

An ordered repetition of any of the elements of beauty, such as repeated colors, values, or textures.

Symmetry:

A special type of proportion in which one half of an object or image mirrors the other half along a line of symmetry.

- Discuss the composition design of using some of the following artworks using the terms listed above.
 - » [Pieter Bruegel, *Peasant Wedding*](#)

- » [Rosa Bonheur, *The Horse Fair*](#)
- » [Edward Hicks, *The Peaceable Kingdom*](#)
- » [Utagawa Hiroshige, *The Plum Garden in Kameido*](#)
- » [Henri Matisse, *Icarus* \(cut-out\)](#)
- » [Horace Pippin, *Victorian Interior*](#) Some [information](#) [Lesson 6th grade w/ more information](#)
- » [African American quilts such as those by Harriet Powers](#) Another [resource](#)
- » [Faith Ringgold, *Tar Beach*](#)

Integrating Art Across the Curriculum, Grade 3

History and Art

Native American Art

- Note the purpose and significance of the following works of art.
 - » [Kachina Dolls \(Hopi, Zuni\)](#)
 - Navajo (Diné) blankets and rugs, sand paintings
 - » https://en.wikipedia.org/wiki/Navajo_weaving
 - » https://en.wikipedia.org/wiki/Sandpainting#Native_American_sandpainting
 - Burial mask (Ipiutak)
 - » https://www.researchgate.net/figure/Burial-mask-from-Ipiutak-grave-Larsen-and-Rainey-collections-in-Danish-National-Museum_fig1_224634663
 - Cliff Palace (Ancestral Puebloan)
 - » https://en.wikipedia.org/wiki/Ancestral_Puebloans

Art of the Early United States

Examine the images of Revolutionary figures in famous portraits.

- Paul Revere* by John Singleton Copley
 - » <https://www.wikiart.org/en/john-singleton-copley/paul-revere-1770>
- George Washington* by Gilbert Stuart
 - » <https://www.wikiart.org/en/gilbert-stuart/george-washington-1803>
- Washington Crossing the Delaware* by Emanuel Leutze (German artist)
 - » <https://www.wikiart.org/en/emanuel-gottlieb-leutze/washington-crossing-the-delaware-1851>
 - » https://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_4A.pdf
- Declaration of Independence* by John Trumbull
 - » <https://www.wikiart.org/en/john-trumbull/declaration-of-independence-1819>

Other paintings to study related to our History curriculum:

Colonies

Abbey – *Penn’s Treaty with the Indians*

» <https://emuseum.mfah.org/objects/29829/william-penns-treaty-with-the-indians>

Bergen – *Hudson’s Half-Moon*

» https://commons.wikimedia.org/wiki/File:Half_Moon_in_Hudson.jpg

Ferris – *Penn’s Treaty with the Indians*

» https://commons.wikimedia.org/wiki/File:The_Landing_of_William_Penn_cph.3g12141.jpg

Revolutionary war

Abbey - *The Reading of the Declaration of Independence*

» <https://www.loc.gov/resource/cph.3c12159/>

Ferris - *Liberty’s Pulpit, Writing the Declaration of Independence*

http://www.wikigallery.org/wiki/painting_219373/Jean-Leon-Gerome-Ferris/Libertys-Pulpit-in-1775

Leutze – *Washington Crossing the Delaware*

https://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/Pict_Amer_Resource_Book_Chapter_4A.pdf

Mosler – *Ring for Liberty*

» <https://www.abebooks.com/paper-collectibles/Ring-Liberty-Henry-Mosler-Unknown-Unknown/22614323185/bd#&gid=1&pid=1>

Page – *The Boston Massacre* »

https://commons.wikimedia.org/wiki/File:Boston_Massacre_high-res.jpg

Reid – *Paul Revere's Ride*

» <https://www.aoc.gov/art/historic-rotunda-paintings/surrender-lord-cornwallis>

Rothermel – *Patrick Henry Before the House of Burgesses*

» <http://www.loc.gov/pictures/resource/pqa.01711/>

Art and Science

- See Nature Journaling in the DOM Science Curriculum. Also see: <https://johnmuirlaws.com/journaling-curriculum/>

Art and Religion

- Use the art resources from Sophia Press whenever possible: <https://sophiainstituteforteachers.org/art>

Picture Study

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Botticelli - Holy Family

» <https://fineartamerica.com/featured/the-holy-family-with-saint-john-the-baptist-entourage-de-sandro-botticelli.html>

Burne Jones - Days of Creation

» <https://harvardartmuseums.org/art/303460>

Fra Angelico - Angels

» <https://www.stjathenaeum.org/fra-angelico-angels>

» https://en.wikipedia.org/wiki/Fra_Angelico#/media/File:Fra_Angelico_049.jpg

Holman Hunt - Light of the World

» [https://en.wikipedia.org/wiki/The_Light_of_the_World_\(painting\)](https://en.wikipedia.org/wiki/The_Light_of_the_World_(painting))

Or other favorite sacred pictures.

Animal Studies

Sir Edwin Henry Landseer

» <https://artvee.com/artist/sir-edwin-henry-landseer/>

Rosa Bonheur

» https://en.wikipedia.org/wiki/Rosa_Bonheur

Children

Faed's - Mitherless Bairns

» <https://www.ngv.vic.gov.au/explore/collection/work/3947/>

Philip Calderon - The Orphans

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Mary Cassatt - Children Playing on the Beach

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Luca della Robbia - Singing and Dancing Children

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Murrillo - A Peasant Boy Leaning on a Sill

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Landscapes

Pieter Bruegel - Hunters in the Snow

» <https://artsandculture.google.com/asset/hunters-in-the-snow-winter/WgFmzFNNN74nUg?hl=en>

El Greco- View of Toledo

» <https://www.metmuseum.org/art/collection/search/436575>

John Constable - The Hay Wain

» https://en.wikipedia.org/wiki/The_Hay_Wain

Thomas Cole - View from Mount Holyoke

» <https://www.metmuseum.org/art/collection/search/10497>

Frederic Edwin Church - Twilight in the Wilderness

» <https://www.clevelandart.org/art/1965.233>

Albert Bierstadt - Looking Down Yosemite Valley

» <https://artsandculture.google.com/asset/looking-down-yosemite-valley-california/HQFWCe3luvgeHA?hl=en>

Other themes

Raphael - Saint George and the Dragon

» <https://www.nga.gov/collection/art-object-page.28.html>

Edward Burne Jones - The Golden Stairs

» https://en.wikipedia.org/wiki/The_Golden_Stairs

» [Edgar Degas, *Little Fourteen-Year-Old Dancer*](#)

» [Johannes Vermeer, *Girl with a Pearl Earring*](#)

» [Claude Monet, *Water Lilies*](#)

Grade Four Art Curriculum – Diocese of Marquette

The Elements of Art, Grade 4

The elements of art are *line, shape, texture, form, value, space* and *color*. Each year in grades K-4, we will study and review the elements of art.

Grade 4 will focus on all the elements of art.

- Review **line, color, shape, form, texture, value** and **space** from previous years. Be able to recognize these elements in the suggested artworks listed below.

Color:

- Know tinting and shading

K-Grade 4 support resources

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKWqGvsOZR6Hpzh>

An **Art Education Resources Folder** that includes:

- Elements and Principles of Art and Design (folder)
- Art Lessons (folder)
- resources folders (folder)
- Picture Studies overview and example lessons (folder)

You will use the Elements and Principles of Art and Design located in the **Art Education Resources Folder** with the following:

Review Composition:

The way an artist arranges the elements of art in his picture space. When a painting has good composition, our eyes move through the picture easily and our eyes are attracted to the parts of the painting which the artist thinks are most important.

- Understand that “composition” is the arrangement of the figures/objects in a work of art. Know the following terms: *figure, foreground, middle ground, background, pattern, balance, and symmetry.*

Foreground:

The part of a landscape that appears to be closest to the viewer.

Middle ground:

The part of a landscape that appears to be at a middle distance from the viewer, not as closest to foreground and not as far as the background.

Background:

The part of a landscape that appears to be farthest from the viewer.

Pattern:

An ordered repetition of any of the secrets of beauty, such as repeated colors, values, or textures.

Symmetry:

A special type of proportion in which one half of an object or image mirrors the other half along a line of symmetry.

Lines:

Learn about how lines in a painting may be horizontal, vertical or diagonal.

Horizontal lines suggest a feeling of rest or repose because objects parallel to the earth are at rest.

Vertical lines often communicate a sense of height because they are perpendicular to the earth, extending upwards toward the sky.

Diagonal lines convey a feeling of movement. Objects in a diagonal position are unstable. Because they are neither vertical nor horizontal, they are either about to fall or are already in motion. In a two-dimensional composition, diagonal lines can also indicate depth through perspective.

Perspective lines: Lines that show how objects get smaller and closer together as they approach the horizon line. The perspective lines all come together at the vanishing point. Perspective lines are part of linear perspective.

Integrating Art Across the Curriculum, Grade 4

History and Art

Grade 4 teachers should speak with upper level teachers (Grades 5-7) regarding borrowing the Ever Ancient, Ever New, Level 1 textbook and a student Art Pad Level 1 to copy the Lessons and Activities noted below. (Upper grades will not be using the pages assigned here for Grade 4.)

Classical Art: The Art of Ancient Greece & Rome (ca. 500 BC – AD 476)

See Chapters 4 and 5 in textbook, *Ever Ancient, Ever New, Level 1* (Art teacher has copy)

Greek Ceramics and Greek Sculpture

Greek Ceramics

- Lesson: **Art History pp. 29-31**
- Lesson: **Ceramics Study pp. 32-36**
- Lesson: **Art Theory p. 37**
- Activity: **Art Pad p. 37** – “Greek Patterns”

Greek Sculpture

- Lesson: **Art History pp. 38-42**
- Lesson: **Sculpture Study pp. 42-45**
- Lesson: **Art History p. 46**
- Lesson: **Art Theory pp. 47-48**
- Activity: **Art Pad p. 48** – “Drawing Faces”

SCULPTURE (Classical)

- Observe “Classical” characteristics of sculpted human figures such as an emphasis on **balance**, **proportion**, and **idealization**. Note how Roman sculpture applies these characteristics to portraits of important individuals.
 - » [The Spear Bearer by Polykleitos \(Greek\)](#)
 - » [The Discus Thrower by Myron \(Greek\)](#)
 - » [Portrait of Augustus as a general \(also known as Augustus of Prima Porta\) \(Roman\)](#)

ARCHITECTURE (Classical)

- See p. 46, *Ever Ancient, Ever New*
- Observe Classical architectural components such as *columns*, *pediments*, and *domes*. Identify the differences among *Doric*, *Ionic*, and *Corinthian* styles (known as “**orders**”).
 - » [The Parthenon \(Greek\)](#)
 - » [The Pantheon \(Roman\)](#)
 - » <http://www.touropia.com/famous-greek-temples/>

PAINTING (Classical)

- » https://en.wikipedia.org/wiki/The_School_of_Athens

Famous painting of Aristotle and Plato at the school of Athens that shows the importance of philosophy in Greek culture.

American Art: Nineteenth-Century United States

From DOM Grade 4 History Curriculum - U.S. History - Early 1800’s through Civil War

- See <https://www.loc.gov/classroom-materials/?q=lewis+and+clark>

ARCHITECTURE (19th cent U.S.)

- Discuss how Thomas Jefferson proposed that the Neoclassical style of architecture be the national style for the new United States due to its connections to classical democracy and republicanism. Note that in his own home Jefferson used traditional Neoclassical features— *columns*, *pediment*, *dome*—built with local American materials.

Thomas Jefferson, Monticello:

https://commons.wikimedia.org/wiki/File:Thomas_Jefferson%27s_Monticello.JPG

Jefferson modeled the State Capitol Building of Virginia after the ancient Roman Temple Maison Carree:

» https://commons.wikimedia.org/wiki/File:Virginia_State_Capitol_Building_2.jpg

» <https://commons.wikimedia.org/wiki/File:MaisonCarr%C3%A9Face.JPG>

Jefferson designed The Rotunda Library University of Virginia, which he modeled after the Pantheon:

» https://commons.wikimedia.org/wiki/File:Rotunda_at_University_of_Virginia.jpg

The Pantheon:

» https://commons.wikimedia.org/wiki/File:Pantheon_Roma_05_2018_9782.jpg

LANDSCAPE PAINTING – HUDSON RIVER SCHOOL

- Become familiar with this style of landscape painting. Note its origin in the Hudson River Valley of New England and the artists it influenced farther west.
 - » [Thomas Cole, *The Oxbow*](#) (The Connecticut River Near Northampton)
 - » [Albert Bierstadt, *Rocky Mountains, Lander's Peak*](#)

GENRE PAINTING

- Understand “genre” paintings as depicting scenes from daily life:
 - » [George Caleb Bingham, *Fur Traders Descending the Missouri*](#)
 - » [William Sidney Mount, *Eel Spearing at Setauket*](#)

CIVIL WAR

- Become familiar with art related to this period, especially the effect of the recent invention of **photography**.
 - » [Civil War photography of Mathew Brady and his colleagues](#)
 - » [The Shaw Memorial sculpture of Augustus Saint-Gaudens](#)
http://americanart.si.edu/exhibitions/online/art_civil_war/
 - » <https://acwm.org/collection>

PRINTS

- Discuss how **prints** became popular purchases as inexpensive copies of paintings and images of daily life in America.
 - » [Popular prints by Currier and Ives](#)

Art and Science

- See Nature Journaling in the DOM Science Curriculum. Also see:
<https://johnmuirlaws.com/journaling-curriculum/>

Art and Religion

- Use the art resources from Sophia Press whenever possible:
<https://sophiainstituteforteachers.org/art>

Picture Study

Find the **Art Education Resource Folder** that includes:

<https://drive.google.com/drive/u/0/folders/1SJM25Ni6nk5kMkro6UKWqGvsOZR6Hpzh>

- Picture Studies overview and example lessons (folder)

See this link for how to do basic Charlotte Mason picture study:

- » <https://simplycharlottesmason.com/blog/how-to-do-picture-study/>

You will use the Picture Studies located in the Art Education Resource Folder and the links below to learn how to do picture study:

Some suggested artists and pictures for picture study are listed below. It is good to practice picture study with several paintings from these artists so students can learn their styles more deeply.

Sacred Subjects:

Rossetti – Annunciation

- » <https://www.wikiart.org/en/dante-gabriel-rossetti/the-annunciation>

Botticelli - Holy Family

- » <https://fineartamerica.com/featured/the-holy-family-with-saint-john-the-baptist-entourage-de-sandro-botticelli.html>

Burne Jones - Days of Creation

- » <https://harvardartmuseums.org/art/303460>

Fra Angelico - Angels

- » <https://www.stjathenaeum.org/fra-angelico-angels>

»

https://en.wikipedia.org/wiki/Fra_Angelico#/media/File:Fra_Angelico_049.jpg

Holman Hunt - Light of the World

- » [https://en.wikipedia.org/wiki/The_Light_of_the_World_\(painting\)](https://en.wikipedia.org/wiki/The_Light_of_the_World_(painting))

Or other favorite sacred pictures.

Animal Studies

Sir Edwin Henry Landseer

- » <https://artvee.com/artist/sir-edwin-henry-landseer/>

Rosa Bonheur

- » https://en.wikipedia.org/wiki/Rosa_Bonheur

Children

Faed's - Mitherless Bairns

- » <https://www.ngv.vic.gov.au/explore/collection/work/3947/>

Philip Calderon - The Orphans

» https://commons.wikimedia.org/wiki/File:Philip_Hermogenes_Calderon_-_The_Orphans.jpg

Mary Cassatt - Children Playing on the Beach

» <https://www.nga.gov/collection/art-object-page.52163.html>

Luca della Robbia - Singing and Dancing Children

» https://en.wikipedia.org/wiki/Luca_della_Robbia

Murrillo - A Peasant Boy Leaning on a Sill

» <https://www.nationalgallery.org.uk/paintings/bartolome-esteban-murillo-a-peasant-boy-leaning-on-a-sill>

Landscapes

Pieter Bruegel - Hunters in the Snow

» <https://artsandculture.google.com/asset/hunters-in-the-snow-winter/WgFmzFNNN74nUg?hl=en>

El Greco- View of Toledo

» <https://www.metmuseum.org/art/collection/search/436575>

John Constable - The Hay Wain

» https://en.wikipedia.org/wiki/The_Hay_Wain

Thomas Cole - View from Mount Holyoke

» <https://www.metmuseum.org/art/collection/search/10497>

Frederic Edwin Church - Twilight in the Wilderness

» <https://www.clevelandart.org/art/1965.233>

Albert Bierstadt - Looking Down Yosemite Valley

» <https://artsandculture.google.com/asset/looking-down-yosemite-valley-california/HQFWCe3luvgeHA?hl=en>

Other themes

Raphael - Saint George and the Dragon

» <https://www.nga.gov/collection/art-object-page.28.html>

Edward Burne Jones - The Golden Stairs

» https://en.wikipedia.org/wiki/The_Golden_Stairs

» [Edgar Degas, *Little Fourteen-Year-Old Dancer*](#)

» [Johannes Vermeer, *Girl with a Pearl Earring*](#)

» [Claude Monet, *Water Lilies*](#)

Grade Five Art Curriculum – Diocese of Marquette

Art Textbook & Art Pad Activities

- Use the textbook, ***Ever Ancient, Ever New, Level 1*** as the core text for art lesson content for grades 5-7. (Grade 8 uses Level 2.)
- Do the student ***Art Pad, Level 1*** activities aligned with the textbook.
- Complete at least **10 Art Pad activities** per year, building up to **15** over time.

Picture Study

- **Use the picture studies** from *Ever Ancient, Ever New, Level 1*.
- **Try to align these picture studies to the historical period the class is currently studying in history class.**
- Also, plan to coordinate the teaching of the elements of art or art theory to the particular picture study you choose.

ART LESSONS

Roman Art

- See *Ever Ancient, Ever New, Level 1*, pp. 49-57
- **Art History** pp. 49-50

Roman Sculpture pp. 51-53

- Note how the Romans imitated and varied the Greek style of sculpture.
- **Sculpture Study** pp. 52-53
Statue of Augustus as a general (also known as *Augustus of Prima Porta*)
» https://en.wikipedia.org/wiki/Augustus_of_Prime_Porta#/media/File:Statue-Augustus.jpg

Roman Painting

- **Picture Study** p. 54

Roman Architecture pp. 55-56

- Identify elements of Roman architecture: *arch, column, dome*
- Use these links from our history curriculum:
Le Pont du Gard aqueduct
» <http://www.pontdugard.fr/en/ancient-work-art>
The Pantheon
» <https://kids.britannica.com/students/article/Pantheon/609620>
Other Roman architecture links from our history curriculum to learn about columns:
» <http://cdn.history.com/sites/2/2014/01/roman-forum.jpg>
» https://commons.wikimedia.org/wiki/File:Columns_Pompeii_Italy.jpg

Early Christian Art

- See *Ever Ancient, Ever New, Level 1*, pp. 60-66

- **Art History** pp. 60-61

Painting pp. 62-66

- **Picture Study** pp. 62-64
- **Art Theory Symbols** pp. 64-66

The Art of Mosaics pp.67-73

- **Art History** pp. 67-68
- **Picture Study** pp. 69-71
- **Art Theory Color** pp. 71-73
- **Art Pad #8** Color Wheel p.73

Byzantine Art

- See *Ever Ancient, Ever New, Level 1*, pp. 74-83

- **Art History** pp. 74-77
 - Be sure to touch on Icons. pp. 76-77
 - Discuss how the Byzantine Empire was a continuation of the Roman Empire in the East. pp. 74-76
- **Picture Study** pp. 78-81
- **Art Theory** “Color intensity” pp. 82-83
- **Art Pad #9** “Paint an Icon, Part 1” p. 83 (This is a three-part art project.)

Byzantine Mosaics pp. 84-93

- **Art History** p. 84
- **Art Theory** p. 85
- **Picture Study** pp. 86-91
- **Art History** 92-93
- **Art Pad #10** “Paint an Icon, Part 2” p. 93

Icons Around the World pp. 94-101

- **Art History** p. 94
- **Picture Study** pp. 94-101
- **Art Pad #11** “Paint an Icon, Part 3” p. 101

More Art Integration Across the Curriculum, Grade 5

Art and Science

- See Nature Journaling in Science Curriculum. See also:
<https://johnmuirlaws.com/journaling-curriculum/>

Art and Religion

- See religion resource, *Echoing the Mystery*. Teach the “key of beauty” section whenever possible in religion classes.
- Use the art resources from Sophia Press whenever possible:
<https://sophiainstituteforteachers.org/art>

Grade Six Art Curriculum – Diocese of Marquette

Art Textbook & Art Pad Activities

- Use the textbook, *Ever Ancient, Ever New, Level 1* as the core text for art lesson content for grades 5-7. (Grade 8 uses Level 2.)
- Do the student **Art Pad, Level 1** activities aligned with the textbook.
- Complete at least **10 Art Pad activities** per year, building up to **15** over time.

Picture Study

- **Use the picture studies** from *Ever Ancient, Ever New, Level 1*.
- **Try to align these picture studies to the historical period the class is currently studying in history class.**
- Also, plan to coordinate the teaching of the elements of art or art theory to the particular picture study you choose.

ART LESSONS

Art of the Middle Ages in Europe: Early Medieval Art

- See Early Medieval Art in *Ever Ancient, Ever New, Level 1*, Unit 3, pp. 102-165

Barbarian Art pp. 104-113

- **Art History** pp. 104-106
- Celts, p. 106
- **Picture Study** pp. 107
- The Anglo-Saxons
- **Picture Study** p. 109
- The Vikings p. 110

- **Picture Study** pp. 110-112
- **Art Theory** “Texture” p. 113
- **Art Pad #12** “Medieval Manuscript, Part 1” p. 113 (This is a four-part art activity.)

Insular Art pp. 114-121

- **Art History** pp. 114-115
- **Picture Study** pp. 116-119
- **Art Theory** pp. 120-121 Implied texture
- **Art Pad #13** “Medieval Manuscript, Part 2” p. 121

Illuminated Manuscripts pp. 122-128

- **Art History** pp. 122-123
- **Picture Study** p. 124
- **Art History** pp. 125-126
- **Picture Study** pp. 127-128
- **Art Pad #14** “Medieval Manuscript, Part 3” p. 128

Carolingian Art pp. 129-137

- **Art History** pp. 129-131
- **Picture Study** pp. 132-137
- **Art Pad #15** “Medieval Manuscript, Part 4” p. 137

Principles of Medieval Artwork pp.138-147

- **Art History** pp. 138-141
- **Picture Study** pp.141-143
- **Art Theory** pp. 144-145
- **Art Pad #16** “Watercolor Implied Textures” pp. 146-147

Gesture in Medieval Artwork pp. 148-155

- **Art History** pp. 148-149
- **Picture Study** pp.150-153
- **Art Theory** pp. 154-155
- **Art Pad #17** “Fantasy Landscape” p. 155

Heraldry and the Crusades pp. 156-165

- **Picture Study** pp. 156-159
- **Art History** pp. 160-161
- **Art Theory** “Heraldry” pp. 162-165
- **Art Pad #18** “Heraldic Shield” p. 165

Art of the Middle Ages in Europe: High Medieval Art

- See High Medieval Art in *Ever Ancient, Ever New, Level 1*, Unit 4, pp. 166-233

Romanesque Architecture pp. 168-180

- **Art History** pp. 168-170
- **Architecture Study** pp. 171-173
- **Art History** pp. 174-178
- **Art Theory** “Symmetry” pp. 179-180 Symmetry
- **Art Pad #19** “Mirror Image: Symmetry and Negative Space” p.180

Gothic Cathedrals pp. 181-188

- **Art History** pp. 181-183
- **Architecture Study** pp. 184-185
- **Art Theory** “The Beauty of Actual Space, Radial Symmetry” pp. 186-188
- **Art Pad #20** “Radial Symmetry: Name Design, Part 1” p. 188

Gothic Stained Glass pp. 189-197

- **Art History** pp. 189-190
- **Architecture Study** pp. 191-197
- **Art Pad #21** “Radial Symmetry: Name Design, Part 2” p. 197

Gothic Statuary pp. 198-209

- **Art History** pp. 198-199
- **Sculpture Study** pp. 200-206
- **Gothic Paintings** p. 207
- **Art Theory** pp. 208-209
- **Art Pad #22** Aluminum action figures p. 209

Proto- Renaissance Artists pp. 210-221

- **Art History** p. 210
- **Art Theory** p. 211

- **Picture Study** pp. 212-221
- **Art History** p. 221
- **Art Pad #23** “Drawing Overlapping Forms” p. 221

International Gothic Painters pp. 223-233

- **Art History** p. 223
- **Picture Study** pp. 223-225
- **Art Theory** “Value Helps to Show the Beauty of Form” pp. 226-229
- **Picture Study** pp. 230-233
- **Art Pad #24** “Creating Implied Form with Shading” p. 233

The following Grade 6 material is not found in *Ever Ancient, Ever New*.

ARCHITECTURE

- Observe how medieval towns were fortified.
- Study the phenomenon of castle-building.
- Study castles through images and art projects.
Carcassonne, France:
 - » <https://en.wikipedia.org/wiki/Carcassonne>
 - » [The Bayeux Tapestry](#)Architecture of the Crusades:
 - » https://commons.wikimedia.org/wiki/Category:Crusades_in_art

More Art Integration Across the Curriculum, Grade 6

Art and Science

- See Nature Journaling in Science Curriculum. See also:
<https://johnmuirlaws.com/journaling-curriculum/>

Art and Religion

- See religion resource, *Echoing the Mystery*. Teach the “key of beauty” section whenever possible in religion classes.
- Use the art resources from Sophia Press whenever possible:
<https://sophiainstituteforteachers.org/art>

Further Art and History suggestions

If there is time, and when it aligns with the history curriculum being taught, attempt to teach the following suggested examples of art.

Islamic Art & Architecture of the Islamic World

PAINTING AND MOSAICS

- Observe how religious Islamic art does not typically include images of living creatures. Instead, it uses abstract and geometric patterns as well as calligraphy for decoration.
 - » An illuminated Qu'ran (Koran) such as the one copied by [Khalil Allah ibn Mahmud Shah, illustrated by Muhammad ibn 'Ali \(1517\)](#), and later gifted by the Ottoman princess Ismihan to the tomb of her father, Selim II
 - » [Mihrab from the Madrasa Imami \(Isfahan, Iran\)](#)

ARCHITECTURE

- Discuss the purpose of different types of buildings. Identify common features such as *domes* and *minarets*. Note the advanced engineering and mathematical skill of architects and designers.
 - » [Dome of the Rock \(Jerusalem\)](#)
 - » [Mosque of Selim II \(Turkey\)](#)
 - » [Alhambra Palace \(Spain\)](#) (specifically the muqarnas dome)
 - » [Taj Mahal \(India\)](#)

Art of Africa

SCULPTURE

- Discuss the spiritual purposes and significance of various types of African sculptures. Make sure to note that Africa is home to thousands of cultures, which can be very different from each other. A brief look at African geography is recommended.
 - » [Sculpture of a king from Ita Yemoo \(Ife\)](#)
 - » [Waist pendant of a Queen Mother \(Benin\)](#)
 - » [Antelope headdresses of Mali](#)
 - » Examples of masks used in religious and agricultural ceremonies such as those of the [Senufo](#), [Dogon](#), or [Mende](#)
 - » Works by [Olowe of Ise \(Yoruba\)](#)

ARCHITECTURE

- Note the wealth and power of many African cultures and their connections to other cultures in Europe and Asia.
 - » [Great Zimbabwe, Kingdom of Zimbabwe](#)
 - » [Great Mosque, Djenné 6.](#)

Art of China

PAINTING AND CALLIGRAPHY

- Examine Song Dynasty landscape paintings on silk scrolls. Discuss how silk was made, traded, and used.
 - » Fan Kuan, *Travelers Among Mountains and Streams*
- Discuss how calligraphy, designed as the art of writing, was highly esteemed throughout Chinese history. Recognize how Chinese script is written using individual characters that are read top to bottom. Observe how poems and inscriptions were often added to paintings.
 - » Ma Yuan, *On a Mountain Path in Spring* (Song Dynasty)
 - » Shen Zhou, *Lofty Mount Lu* (Ming Dynasty)

CERAMICS

- Discuss how Chinese porcelain became common throughout the world and was especially admired in the West. Explain how porcelain was made using fine, white clay and minerals like cobalt to create the colored designs. Observe the different decorations that artists chose.
 - » Temple vase with dragons and phoenixes (Yuan Dynasty)
 - » Examples of Ming Dynasty porcelain, such as from the British Museum collection
 - » Dish with lobed rim featuring the three star gods of happiness, success, and longevity (Qing Dynasty)

Grade Seven Art Curriculum – Diocese of Marquette

Art Textbook & Art Pad Activities

- Use the textbook, *Ever Ancient, Ever New, Level 1* as the core text for art lesson content for grades 5-8. (Grade 8 uses Level 2 beginning 2022-2023.)
- Do the student *Art Pad, Level 1* activities aligned with the textbook.
- Complete at least **10 Art Pad activities** per year, building up to **15** over time.

Picture Study

- **Use the picture studies** from *Ever Ancient, Ever New, Level 1*.

- **Try to align these picture studies to the historical period the class is currently studying in history class.**
- Also, plan to coordinate the teaching of the elements of art or art theory to the particular picture study you choose.

ART LESSONS

Early Renaissance Art

- See Early Renaissance Art in *Ever Ancient, Ever New, Level 1*, Unit 5, pp. 234-287

A Return to the Art of Ancient Greece and Rome pp. 236-245

- **Art History** pp. 236-241
- **Architecture Study** p. 242
- **Painter and Picture Study** pp. 243-245
- **Art Pad #25** Zoom Letters p. 245

Deep Space in Renaissance Painting pp. 246-258

- **Art History** p. 246
- **Art Theory** “Foreground, Middle Ground, Background” p. 247
- **Picture Study** pp. 248-249
- **Art Theory** “Linear Perspective” pp. 250-251
- **Picture Study** pp. 252-258
- **Art Pad #26** “Superman City” p. 258

Form in the Renaissance pp. 259-268

- **Art History** p. 259-260
- **Sculpture Study** p. 261
- **Art History** p. 262
- **Picture Study** pp. 262-268
- **Art Pad #27** “Street View” p.268

Individuality in Human Faces pp. 269-278

- **Art History** p. 269
- **Picture Study** pp. 270-278
- **Art Pad #28** “Idealized Bedroom, Part 1” pp. 278

15th Century Flemish Painting pp. 279-287

- **Art History** p. 279

- **Picture Study** pp. 280-281
- **Art History** p. 282-283
- **Picture Study** pp. 284-287
- **Art Pad #29** "Idealized Bedroom, Part 2" p. 287

High Renaissance Art

- See High Renaissance Art in *Ever Ancient, Ever New, Level 1*, Unit 6, pp. 288-353

Bellini pp. 290-298

- **Art History** pp. 290-291
- **Picture Study** pp. 292-294
- **Art Theory** "Atmospheric Perspective" p. 295
- **Picture Study** pp. 296-298
- **Art Pad #30** "Blue Ridge Mountains, Part 1" p. 298

Titian pp. 299-308

- **Art History** p. 299
- **Picture Study** pp. 300-303
- **Art Theory** pp. 304-305 Chiaroscuro
- **Picture Study** pp. 306-307
- **Art Pad #31** "Blue Ridge Mountains, Part 2" p. 307

Leonardo pp. 308-319

- **Art History** pp. 308-309
- **Picture Study** pp. 310-317
- **Art Theory** pp. 318-319 Value
- **Art Pad #32** "Shattered Value Project, Part 1" p.319

Raphael pp. 320-330

- **Art History** p. 320
- **Picture Study** pp. 321-330
- **Art Pad #33** "Shattered Value Project, Part 2" p. 330

Michelangelo pp. 331-340

- **Art History** pp. 331-333
- **Sculpture Study** pp. 334-335

- **Picture Study** pp. 336-340
- **Art Pad #34** “Using a Viewfinder” p. 340

More Art Integration Across the Curriculum, Grade 7

Art and Science

- See Nature Journaling in Science Curriculum. See also:
<https://johnmuirlaws.com/journaling-curriculum/>

Art and Religion

- See religion resource, *Echoing the Mystery*. Teach the “key of beauty” section whenever possible in religion classes.
- Use the art resources from Sophia Press whenever possible:
<https://sophiainstituteforteachers.org/art>

Grade Eight Art Curriculum – Diocese of Marquette

***In 2021-2022, Grade 8 follows the Grade 7 curriculum using Level 1 resources. Beginning in 2022-2023, Grade 8 follows the Grade 8 curriculum using Level 2 resources.*

Art Textbook & Art Pad Activities

- Use the textbook, ***Ever Ancient, Ever New, Level 2*** as the core text for art lesson content for Grade 8. (Grades 5-7 use Level 1.)
- Do the student ***Art Pad, Level 2*** activities aligned with the textbook.
- Complete at least **10 Art Pad activities** per year, building up to **15** over time.

Picture Study

- **Use the picture studies** from *Ever Ancient, Ever New, Level 2*.
- **Try to align these picture studies to the historical period the class is currently studying in history class.**
- Also, plan to coordinate the teaching of the elements of art or art theory to the particular picture study you choose.

ART LESSONS (*The content of the Grade 8 Art Lessons is a continuation from Grade 7.*)

- Principles of Design in *Ever Ancient, Ever New, Level 2*, Ch. 1, pp. 1-17
- **Art Theory** pp. 1-17
- **Art Pad Level 2, #1** p.17

Italian Renaissance Art

(Content is a continuation from High Renaissance Art at the end of Level 1.)

- See Italian Renaissance Art in *Ever Ancient, Ever New, Level 2, Unit 1*, pp. 18-39

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- See Nature Journaling in Science Curriculum. See also:
<https://johnmuirlaws.com/journaling-curriculum/>

Art and Religion

- See religion resource, *Echoing the Mystery*. Teach the “key of beauty” section whenever possible in religion classes.
- Use the art resources from Sophia Press whenever possible:
<https://sophiainstituteforteachers.org/art>