

## Arts Education Kindergarten to Grade 4 Curriculum

### Interim Thoughts on the Draft VISUAL ARTS K-4 Curriculum\*

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\* CONFIDENTIAL RECOMMENDATION TO THE MINISTER and her designates

Please accept my profound apology that I have taken so long to submit this feedback.

I aim to fulfil two purposes: I.) outline a suggested approach, in light of various aspects to address; and II.) address part of that, concretely, by showing how the CKF materials work, both as a functional model, as well as for their suggestions as to content.

Once we have addressed the major structural design questions to do with one of the Fine Arts, we have (content aside) also done the other three.

I.

I have been comparing three schemes (AB K-4 Draft, CKF K-8 Sequence, and the Ontario 1-8 Arts Curriculum) and concluded that it might be best to employ Ontario's very clear organizational scheme, while adding in elements from MOSL, AB K-4 Draft, and the model offered by CKF.

Ontario has four components (CKF equivalent in brackets):

1. List of the Elements (Elements), supplemented with related grade-level concepts;
2. Creating and Performing (Creative), wherein the elements are learned and applied, with emphasis on creativity and active participation;
3. Reflecting, Responding, and Analysing (Analytical); and
4. Exploring Forms and Cultural Contexts (Historical).

CKF presents Elements and Creative all in one; however, I think there is real advantage in Ontario's List that breaks out the elements and can be checked from year to year, by element, and then treats creativity with greater care.

Ontario is missing:

1. MOSL's emphasis on emulation of great works and appreciation of beauty, etc. (incorporation presumably in note at top)
2. CKF linkages to other curriculum subjects, such as History and ELA (incorporate presumably in Reflecting & Forms) though there might be some linkage - just not as much.
3. CKF explicit emphasis on Orchestra (presumably in Reflecting & Forms)
4. AB Draft has perhaps a bit more explicit emphasis on Indigenous art forms (incorporate presumably in Reflecting & Forms)
5. I am wondering about an element to do with protocols and conventions of arts participation and learning, etc. (along the lines that I developed at the top level of the ELA files I submitted). Ontario has a long bit on the creative process, up front, but it's not really what I am talking about, I think. CKF has the heading "Listening and Understanding" under which it more or less subsumes Reflecting etc and Exploring Forms etc. Subsuming them is not a good idea, I think, and Ontario does better in breaking them out explicitly; however, I wonder if this could be part of a protocol item and/or it could tie into the MOSL emphasis on learning from great works.
6. A note that Ontario has in its long introduction to the Arts curriculum has to do with Community Partners. I think something needs to be said along these lines, which would include the possibility of bringing artists and arts organisations into schools, or even training teachers, among other forms of alliance to advance school-community cooperation for the arts.

II.

Below, I have projected the CKF model onto the template that most SMEs seem to be using (so far as I understand). It's just a model, but a helpful one to understand. Throughout, I have inserted little notes that CKF provides to show linkages; however, these tend to be to American History, so I include them just to suggest how we might show linkages. At the bottom of the tables, I provide a list of all the CK ELA, History & Geography, and Science domain series each year, again, just to suggest where linkages across the curriculum need to be considered. It's just another tool for putting that top of mind.

That's probably it for the moment. On the weekend, I will try to see what it would look like to build other elements into something like Ontario's structure.

Best regards,

William French

## Arts Education Kindergarten to Grade 4 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Essential Understanding</b>									
<b>Guiding Questions</b>									
<b>Learning Outcomes</b>									
	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding
<b>GENERAL</b>	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:
<b>Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists.</b>									
	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding
<b>ELEMENTS OF ART</b>	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:
	COLOUR			COLOUR			COLOUR		

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<p><b>Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and colour. In kindergarten, introduce children to line and colour. Engage students in recognizing and using different kinds of lines and colours, and point out lines and colours in nature. (You may also wish to observe shapes in art and nature—see Math: Geometry.)</b></p>	<p>Observe how colours can create different feelings and how certain colours can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple)</p> <ul style="list-style-type: none"> <li>• Observe the use of colour in.....</li> </ul> <p>Pieter Bruegel, <i>The Hunters in the Snow</i></p> <p>Helen Frankenthaler, <i>Blue Atmosphere</i></p> <p>Paul Gauguin, <i>Tahitian Landscape</i></p> <p>Pablo Picasso, <i>Le Gourmet</i></p>			<p>Know that red, yellow, and blue are commonly referred to as the “primary colours,” and that blue + yellow = green blue + red = purple red + yellow = orange</p> <p>Observe the use of colour in....</p> <p>Claude Monet, <i>Tulips in Holland</i></p> <p>James A. McNeill Whistler, <i>Arrangement in Black and Gray</i> (also known as <i>Whistler’s Mother</i>)</p> <p>Diego Rivera, <i>Piñata</i></p>					
<b>LINE</b>	<b>LINE</b>			<b>LINE</b>			<b>LINE</b>		
	<ul style="list-style-type: none"> <li>• Observe different kinds of lines in.....</li> </ul> <p>Katsushika Hokusai, <i>Tuning the Samisen</i></p> <p>Henri Matisse, <i>Purple Robe and Anemones</i></p> <p>Joan Miró, <i>People and Dog in the Sun</i></p>		<p>Identify and use different lines: straight, zigzag, curved, wavy, thick, thin</p>	<ul style="list-style-type: none"> <li>• Observe how different lines are used in....</li> </ul> <p>Jacob Lawrence, <i>Parade</i></p> <p>Henri Matisse, <i>The Swan</i></p> <p>Georgia O’ Keeffe, one of her <i>Shell</i> paintings</p>		<p>Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin</p>	<ul style="list-style-type: none"> <li>• Observe the use of line in....</li> </ul> <p>Pablo Picasso, <i>Mother and Child</i></p> <p>Katsushika Hokusai, <i>The Great Wave at Kanagawa Nami-Ura</i> from <i>Thirty-six Views of Mt. Fuji</i></p>		<ul style="list-style-type: none"> <li>• Recognize lines as horizontal, vertical, or diagonal.</li> </ul>
<b>SHAPE</b>	<b>SHAPE</b>			<b>SHAPE</b>			<b>SHAPE</b>		

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				Recognize basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks, including....  Jacob Lawrence, <i>Parade</i>  Grant Wood, <i>Stone City, Iowa</i>					
	<b>TEXTURE</b>			<b>TEXTURE</b>			<b>TEXTURE</b>		
				<ul style="list-style-type: none"> <li>Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in....</li> </ul> <i>Indigenous American baskets (such as a pomo basket)</i>  <i>Edgar Degas, Little Fourteen-Year-Old Dancer (also known as Dressed Ballet Dancer)</i>  <i>Albrecht Dürer, Young Hare</i>					
	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding
<b>DISCIPLINES</b>	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:
	<b>SCULPTURE</b>			<b>SCULPTURE</b>			<b>SCULPTURE</b>		
	See also American History K: Native Americans, <i>re</i> totem pole.	Recognize and discuss the following as sculptures:	Northwest Indigenous American totem pole  Statue of Liberty  Mobiles: Alexander Calder’s <i>Lobster Trap and Fish Tail</i>					Observe shape, mass, and line in sculptures, including.....	<i>The Discus Thrower</i>  <i>Flying Horse (from Wu-Wei, China)</i>  Auguste Rodin, <i>The Thinker</i>

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	GRAPHIC			GRAPHIC: PORTRAIT & STILL LIFE			GRAPHIC: LANDSCAPES			
				<p>Recognize as a <b>portrait or self-portrait</b>:</p> <p>Leonardo da Vinci, <i>Mona Lisa</i></p> <p>Francisco Goya, <i>Don Manuel Osorio Manrique de Zuñiga</i></p> <p>Vincent van Gogh, <i>Self-Portrait</i> [1889]</p> <p>Recognize as a <b>still life</b>:</p> <p>Vincent van Gogh, <i>Iris</i></p> <p>Paul Cézanne, studies with fruit, such as <i>Apples and Oranges</i></p> <p>Recognize as a <b>mural</b> (a painting on a wall):</p> <p>Diego Rivera, <i>The History of Medicine in Mexico</i></p>				<p>Recognize as landscapes and discuss....</p> <p>Thomas Cole, <i>The Oxbow</i> (also known as <i>View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm</i>)</p> <p>El Greco, <i>View of Toledo</i> (also known as <i>Toledo in a Storm</i>)</p> <p>Henri Rousseau, <i>Virgin Forest</i></p> <p>Vincent van Gogh, <i>The Starry Night</i></p>		
	ARCHITECTURE			ARCHITECTURE			ARCHITECTURE			

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							<ul style="list-style-type: none"> <li>• Understand architecture as the art of designing buildings.</li> <li>• Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon).</li> <li>• Noting line, shape, and special features (such as columns and domes), look at..... The Parthenon</li> </ul> <p>Great Stupa (Buddhist temple in Sanchi, India)</p> <p>Himeji Castle (also known as “White Heron Castle,” Japan)</p> <p>The Guggenheim Museum (New York City)</p>		
	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding
<b>ANALYSIS / APPRECIATION</b>	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:

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<p><b>Teachers: After children have been introduced to some elements of art and a range of artworks and artists, engage them in looking at pictures and talking about them. Ask the children about their first impressions—what they notice first, and what the picture makes them think of or feel. Go on to discuss the lines and colours, details not obvious at first, why they think the artist chose to depict things in a certain way, etc.</b></p>	<p>Observe and talk about....</p> <p>Pieter Bruegel, <i>Children’s Games</i></p> <p>Mary Cassatt, <i>The Bath</i></p> <p>Winslow Homer, <i>Snap the Whip</i></p> <p>Diego Rivera, <i>Mother’s Helper</i></p> <p>Henry O. Tanner, <i>The Banjo Lesson</i></p>								
	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding
<b>HISTORICAL</b>	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:
				<b>PREHISTORIC &amp; ANCIENT ART</b>			<b>ABSTRACT</b>		

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				Cave paintings  Art of Ancient Egypt Great Sphinx Mummy cases: Tutankhamen's coffin Bust of Queen Nefertiti			Compare lifelike and abstract animals, including..... Paintings of birds by John James Audubon  Albrecht Dürer, <i>Young Hare</i>  Paul Klee, <i>Cat and Bird</i>  Pablo Picasso, <i>Bull's Head</i> (made from bicycle seat and handlebars)  Henri Matisse, <i>The Snail</i> (also known as <i>Chromatic Composition</i> )  Observe and discuss examples of abstract painting and sculpture, including....  Marc Chagall, <i>I and the Village</i>  Constantin Brancusi, <i>Bird in Space</i>		
	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding	Explicit Knowledge	Conceptual Understanding	Perceptual Understanding
<b>CKF DOMAIN ALIGNMENT CHECK</b>	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:	Students will know:	In order to understand:	And do:



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<p><b>Legend:</b></p> <p><b>Core Knowledge Language Arts (CKLA)</b></p> <p><b>Core Knowledge History &amp; Geography (CKHG)</b></p> <p><b>Core Knowledge Science (CKSci)</b></p>	<p><b>CKLA:</b></p> <ul style="list-style-type: none"> <li>→Nursery Rhymes and Fables</li> <li>→The Human Body: Five Senses</li> <li>→Stories</li> <li>→Plants</li> <li>→Farms</li> <li>→“Native Americans” (Indigenous Canadians)</li> <li>→Kings and Queens</li> <li>→Seasons and Weather</li> <li>→Columbus and the Pilgrims</li> <li>→Colonial Towns and Townspeople</li> <li>→Taking Care of the Earth</li> <li>→“Presidents and American Symbols” (Canadian content)</li> </ul> <p><b>CKHG:</b></p> <ul style="list-style-type: none"> <li>→Let’s Explore Our World</li> <li>→“Native Americans” (Indigenous Canadians)</li> <li>→Exploring and Moving to [North] America</li> <li>→“Mount Rushmore Presidents” (Canadian content)</li> </ul> <p><b>CKSci:</b></p> <ul style="list-style-type: none"> <li>→Pushes and Pulls</li> <li>→Needs of Plants and Animals</li> <li>→Changing Environments</li> <li>→Weather Patterns</li> </ul>			<p><b>CKLA:</b></p> <ul style="list-style-type: none"> <li>→ Fables and Stories</li> <li>→ The Human Body</li> <li>→ Different Lands, Similar Stories</li> <li>→ Early World Civilizations</li> <li>→ Early American Civilizations</li> <li>→ Astronomy</li> <li>→ The History of the Earth</li> <li>→ Animals and Habitats</li> <li>→ Fairy Tales</li> <li>→ A New Nation - American Independence</li> <li>→ [Canadian] Frontier Explorers</li> </ul> <p><b>CKHG:</b></p> <ul style="list-style-type: none"> <li>→ Continents, Countries and Maps</li> <li>→ Mesopotamia</li> <li>→ Ancient Egypt</li> <li>→ Three World Religions</li> <li>→ Early Civilizations of the Americas</li> <li>→ The Culture of Mexico</li> <li>→ Early Explorers</li> </ul>			<p><b>CKLA:</b></p> <ul style="list-style-type: none"> <li>→ Fairy Tales and Tall Tales</li> <li>→ Early Asian Civilizations</li> <li>→ The Ancient Greek Civilization</li> <li>→ Greek Myths</li> <li>→ The War of 1812</li> <li>→ Cycles in Nature</li> <li>→ Westward Expansion</li> <li>→ Insects</li> <li>→ The U.S. Civil War</li> <li>→ The Human Body - Building Blocks and Nutrition</li> <li>→ Immigration</li> <li>→ Fighting for a Cause</li> </ul> <p><b>CKHG:</b></p> <ul style="list-style-type: none"> <li>→ Ancient India</li> <li>→ Ancient China</li> <li>→ The Culture of Japan</li> <li>→ Ancient Greece</li> <li>→ Geography of the Americas</li> <li>→ Making of the Constitution</li> </ul>		
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## Arts Education Kindergarten to Grade 4 Curriculum

<b>Competency(ies)</b>									
<b>Literacy</b>									
<b>Numeracy</b>									

Arts Education - Visual Arts									
	Kindergarten			Grade 1			Grade 2		
<b>Essential Understanding</b>									
<b>Guiding Questions</b>									
<b>Learning Outcomes</b>									
<b>Conceptual and Procedural Knowledge</b>	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge	Conceptual Knowledge	Procedural Knowledge	Explicit Knowledge
	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge	Learners know that	To demonstrate knowledge and understanding learners	Learners acquire explicit knowledge
	Learners understand that	To demonstrate knowledge and understanding learners		Learners understand that	To demonstrate knowledge and understanding learners		Learners understand that	To demonstrate knowledge and understanding learners	
<b>Competency(ies)</b>									
<b>Literacy</b>									
<b>Numeracy</b>									