

**A Curriculum and Teaching Guide to
Visual Art in the Primary and Elementary Grades**

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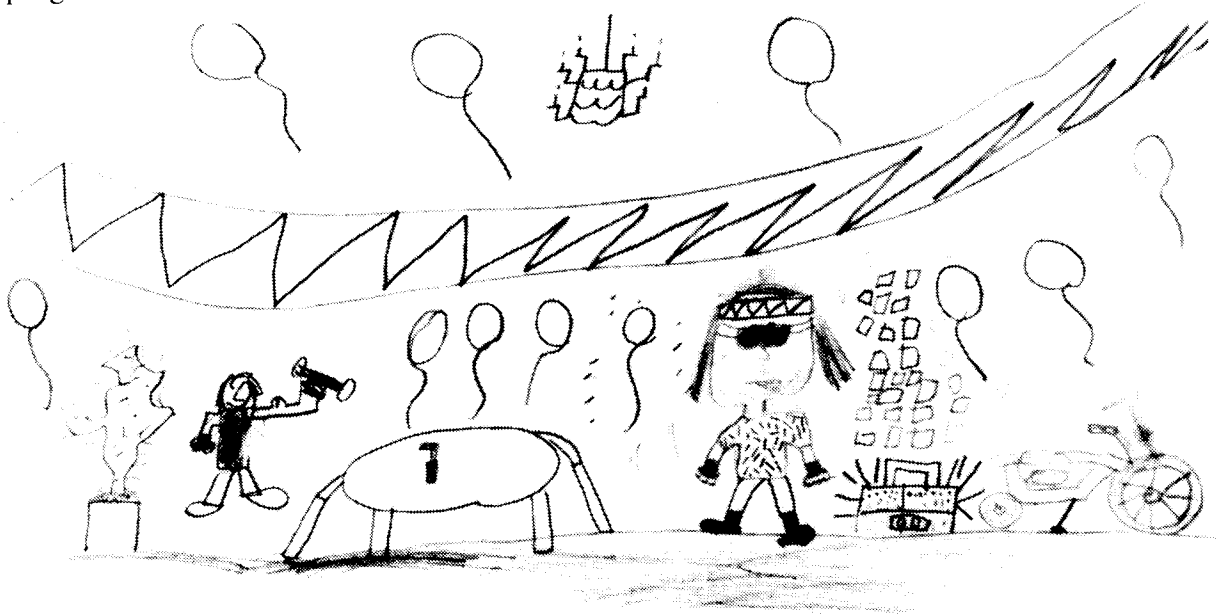
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"This is me and my best friends. We are giving food to the birds."

PREFACE

The function of this primary and elementary guide is to provide the underlying structure for the art program at these levels. The guide presents the philosophy on which the program is based and the aims and objectives drawn from that philosophy. Although it contains information on instructional approaches, integration, evaluation, and reporting, it is not a prescription for teaching art, but a guide to achieving the program.

Practical information has been included to provide broad support for implementing the program. Attention has been focused on the stages of artistic development in children to ensure that teacher expectations and student activities are aligned. Throughout, the guide reflects current thinking and approaches to art education, with an emphasis on visual images as a means of communication and expression.



Matthew Roy 8 le 5 mai

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THE CHILD AND ART

All children create images. It's a human activity. Scribbling precedes image making in much the same way as babbling precedes speech. They expand and build on this ability as they mature. They progress through a series of stages of artistic development where sets of common characteristics can be identified for each age group. These stages, though they vary from child to child, heavily influence what child art looks like. It is not the same as adult art, therefore, adult forms of expression should not be expected.

Children make images about everyday events, about things they have seen, things they know, dream about or imagine. Every moment of the day provides potential subject matter for them. Young children often begin with the physical self. Primary children can broaden their sense of physical self-awareness by making images of themselves involved in physical activities such as brushing teeth, tying shoelaces, running, playing or resting. As they grow older their interest in humans expands to include other people - family members, friends, people in the community. They become interested in other aspects of themselves such as their emotional and social dimensions. Elementary children focus their interests on peer interaction. Group activities may become the major source of inspiration for art making.

Primary and Elementary children are active, inquiring learners who naturally engage in an inquiry process through their play experiences and interactions with others and their environment. In

any group of children there will occur a wide variety of abilities, strengths and weaknesses evident in their art making. They vary in visual perceptives, in their ability to organize visual elements, to handle art materials and to comprehend and articulate art concepts. It is important to remember that every child is capable of visual expression on some level and that every visual expression is worthy of merit.

Subject matter for the primary and elementary child is limitless since the whole world is to be learned about. It may be best however, to focus on the interests of the children. They are interested in such things as the environment - home, school, community; natural and built environmental and social issues. The cultural environment provides a rich source of inspiration for image making. Books and even other subject areas provide inspiration too. Activities, objects, and events associated with music, sport, play, work, holidays, festival days, literature, and drama, are rich sources of material for making images. As long as the topic is relevant to the children, the process of visual expression provides them with many opportunities for introspection and reflection. Sometimes art lessons may be primarily concerned with a particular art concept or with materials and how to use them more so than with subject matter.

Using childrens' experiences, activities, and interests as the inspiration for art making, recognizes the child's need to analyze, synthesize and evaluate the world.