



Friends School Haverford Art Curriculum

Preschool

Throughout the year, children have daily access to a wide range of art media and tools including modeling material, tempera paints and water colors, rice table, cutting and pasting, rubbings, crayons, and markers. Exploration of materials and the creative process are valued over product. Occasionally, children will engage in teacher-directed crafts where following directions and careful handling of materials is introduced and child interpretation of the project is encouraged. Early in the year, parents receive the following statement to help support preschool artists.

“Regarding initial responses to children's art, some comments/questions will open the door for the child to talk about a picture and the feelings or experience it represents. Other comments/questions may prematurely end a child's reflections. Rather than asking, "What is it?" which can dishearten a young artist, classroom teachers invite the child to "tell me more about your picture", a non-judgmental and open-ended question. Teachers avoid evaluative comments. It is not important that the adult "loves your picture" or that "it is beautiful!" Indeed, a child may intentionally scribble as an outlet for frustration, or sad or angry feelings. Judging the work can sidetrack a child from using art as a personal, creative, and expressive process to one that is focused on pleasing the adult. Sometimes it feels good "just to scribble!"

As children are working at School you might hear a teacher comment, "I see you have started with red paint. "Is that your favorite color? It looks like you have made a new color; what colors did you use to make that new color?"; or, "What can I get for you to help your work? More paper, more paint, more time?"

Prekindergarten

Art is an important part of the day for students in Prekindergarten. During choice and in afternoon rest time, students are given time to explore on their own. One area of the room is set up for fine motor exploration. It is a desk area stocked with paper, pencils, crayons, tape, stapler, hole punch, stamps etc. There, children can try out the process of using these materials. In addition, there is also a Reggio Emilia light table where children can explore, trace and create with art utensils. We also run a teacher directed table each morning where every student is expected to work on a fine motor skills

project. These projects tie in to the units we study. And these projects reinforce pencil grip, cutting skills and following through with directions. They provide a direct way for teachers to access skills as well. Our room is well stocked with a variety of art materials.

Kindergarteners are introduced to regular studio work and curriculum focuses on exploration of line, shape, texture, and color through varied experiences with materials. Skill development is an important focus as well as general development through the schematic stages of drawing.

First graders are introduced to regular studio work and curriculum focuses on them and their immediate world balanced with developing fine motor skills, basic creative principles, and problem solving skills.

Second graders continue to work through independent problem solving while focusing on skills acquisition inspired by art history, culture, and curriculum integration.

Emphasis in **third grade** centers on creative expression and problem solving. Curriculum serves as a bridge between more skill-based curriculum in the lower grades and more concept-based curriculum in the older grades.

Fourth graders are expected to work with greater independence through process oriented, hands-on activities that challenge their creativity and problem solving skills.

Fifth and sixth graders are expected to work with significant independence through process oriented, hands-on activities that challenge their creativity and problem solving skills on a higher conceptual level. Another major focus is on community, teamwork, and communication.