

STANDARDS AND OBJECTIVES IN TEACHING ART IN THE PRIMARY GRADES

"The arts . . . are educational structure, not ornament."¹

"We" (in the exhibition from the United States) "emphasized art instruction for the cultural development of the child."

"The hope for an original art seems largely dependent upon our objectives in art education. . . . Art is an ever growing thing and . . . our objectives must not only meet the needs of today, but anticipate some future growth."²

"The roots of art spring from life and are inextricably confounded with life. . . . if it were generally understood that art has its roots in life the attitude of the average person towards contemporary art would be greatly altered. He would not allow, for example, the stupid fallacy that art is a luxury to have weight with him."³

THE following objectives have come into being as the result of certain felt needs. The grade supervisors in the Training School of the College wished to have somewhat more definite objectives in art. They felt, too, the need of progressive steps in the Training School work in art. On the other hand, the Art department of the College has recognized the need of closer co-operation with the Training School work if it is to prepare girls to meet the everyday needs of their practice teaching and their later needs in the public schools of the state. So it came about that the objectives, as listed below, were formulated.

A representative of the Art department met with the supervisors of each grade, in order, and together the group, as thus constituted, worked out the standards and objectives for that grade. Occasionally the Head of the Art department and the Director of the Training School met with the group. It was originally planned to com-

plete the objectives for the first six grades this year; but it has seemed best to check up on these before formulating those for the three higher grades. The present plan proposes the completion of the objectives for the three higher grades next year.

The committees who have done this work do not feel that the acme of objectives in art education for all time has been achieved. They have but endeavored to see their own situation with its needs along art lines, to analyze that situation with its limitations in equipment, and recognizing those limitations, to formulate their standards. Because it has been felt that these objectives might prove helpful to other teachers in Virginia, the committees have been willing to have them included in the art issue of THE VIRGINIA TEACHER.

In working out these objectives the endeavor has been to cull the best ideas from all sources on public school art education today. Due credit should therefore be given to Belle Boas's *Art in the School*, Margaret Mathias's *The Beginnings of Art in the Public School*, Sargent and Miller's *How Children Learn to Draw*, and Walter Sargent's *Fine and Industrial Arts in the Elementary Schools*. All of these have proved an inspiration and a help, and in one or two instances quotations have been taken from these works. A piece of work done in Miss Shirley Poore's class, Demonstration Class in the Teaching of Fine Art, Teachers College, Columbia University, Summer, 1926, has also proved helpful.

STANDARDS AND OBJECTIVES IN TEACHING ART IN THE LOWER GRADES

(RESULTS FROM THE GROUP CONSIDERING KINDERGARTEN AND GRADE I.)

I. *General Objectives in Art in Grade I*

By the end of the First Grade the average child should:

- A. Have learned to control materials, such as wood, paint, clay, crayon, cloth,

¹Problems of the Fine Arts and Higher Education, by The Committee on Fine Arts. *Journal of American Association of University Women*, April, 1929.

²The International Art Congress at Prague. July-August, 1928, by Ethel J. Bouffleur. *Ibid.*

³The Roots of Art, by Forbes Watson, *Ibid.*

weaving materials, up to the limit of his own felt needs.

- B. Have formed habit of observing surroundings from the viewpoint of his art work, i. e., notice borders, after he has made borders; notice woven materials more closely, after weaving, etc.
- C. Have formed habit of being responsible for care of materials.
- D. Have formed habit of being more or less independent in thinking along the line of his creations in art.
- E. Have learned to give helpful criticism and to take criticism in right manner.

II. *Objectives in Representation for Grade One*

By the end of the First Grade the average child should:

- A. Differentiate in drawings between Christmas, or evergreen, trees and other trees.
- B. Use plant forms freely in drawings, using the natural colors. (Teacher should encourage children to see flower forms in front, side, and downward looking positions.)
- C. Know the general form of houses. Know, in a general way, relative proportions of houses in relation to human figures, plant forms, and trees.
- D. Know, in a quite general way, proportions of human figures.
- E. Use animal forms freely in illustration; (but should receive criticism and help on request.)
- F. Know that distance may be shown by placing nearby objects low on the page and far away objects higher on the page.

Those who have helped in the formulation of the plan and the making of the objectives are: Virginia Buchanan, Supervisor of the Kindergarten; Mary E. Cornell and Callie G. Hyatt, Supervisors of First Grade; Marguerite Murphy and Bertha McCollum, Supervisors of Second Grade; Rosa C. Veal, Supervisor of Third Grade; Lucille McLaughlin, teacher of Third Grade; Katherine M. Anthony, Director of Training School; Alimae Aiken, Head of Art Department; Grace M. Palmer, Assoc. Prof. of Art.

- G. Know that distance may be shown in landscape illustration by making nearby objects larger than those far away.
- H. Be encouraged to express himself freely through illustration in paint, clay, crayon, paper (torn and cut) and wood.
- I. Recognize the existence of the skyline.

III. *Objectives in Design for Grade One*

By the end of the First Grade the average child should:

- A. Know that the important thing in a picture should stand out and can be made to do so by enlargement and central position. (Subordination.)
- B. Have been shown good examples of space divisions and, perhaps, a bad, in contrast, followed by discussion on the part of the children; and be allowed free choice of spacing in work which follows after illustrative examples are removed. (Proportion.)
- C. Have some feeling for balance in illustrative work and in mounting pages. (Balance.)
- D. Have had some experience in creating rhythmic repeats in plates, doilies, borders, surface patterns, etc. (Rhythm.)
- E. Have developed some feeling for margins in mounting pictures, making booklets, etc.
- F. Have learned the simplest manuscript writing, using upper and lower case letters.
- G. Have used color freely in all work.
- H. Know the five (or six) colors by name. (5 colors are: yellow, red, purple, blue, green); (6 colors are: red, orange, yellow, green, blue, violet).
- I. Be able to distinguish between light and dark colors.

IV. *Objectives in Construction for Grade One*

By the end of the First Grade the average child should:

- A. Have used clay, sand, paper, roving,

blocks, paint, wood, cloth quite freely in representation in three dimensions.

- B. Have used simple definite measurements, as yards, feet, whole inches; and indefinite ones, such as, larger, taller, thicker, thinner, wider, etc.
- C. Be able to make parts of forms built up in clay adhere to each other.
- D. Have developed some feeling regarding fitness to purpose of materials, shapes, and sizes of the objects which he is making.

V. Objectives in Appreciation for Grade One

By the end of the First Grade the average child should:

- A. Find joy in beautiful colors and in lovely but simple color combinations, as in beads, toys, blocks, etc.
- B. Enjoy colors in nature forms, as in shells, stones, flowers, butterflies.
- C. Enjoy simple rhythmic repeats in borders, surface patterns, etc.
- D. Take pleasure in different leaf, fruit, and flower shapes.
- E. Enjoy a limited number of carefully selected pictures.
- F. Enjoy the smoothness of polished wood and of glass, the sleekness of silks and of some furs, as that of a horse or a short-haired dog, the softness of woolen materials, and the soft fluffiness of some furs, the sheen of a feather.
- G. Appreciate the work of other artists, as of Indian's pottery, other children's drawings.
- H. Find joy in expression.

(RESULTS FROM THE GROUP CONSIDERING GRADE II)

I. General Objectives in Art in Grade II

By the end of the Second Grade the average child should:

- A. Have become more independent in his thinking in Art fields, and have become so because he is learning to seek out by

himself, from his surroundings, some helpful suggestions for his work.

- B. Have fixed more firmly than in Grade I his responsibility for the care of the materials he is using; and have learned to control those materials up to the limit of his more highly developed "felt needs." (Controlling materials "up to the limit of his own felt needs" may mean that some definite training in technique will be called for by the child in Grade II.)
- C. Take satisfaction in his improved ability to handle materials and technique, and in his ability to do better spacing and drawing than in Grade I.
- D. Carry general objective B for Grade I more fully into his daily experiences, so that his power of observation is made keener and more accurate.
- E. Be somewhat critical of his own work, receive criticism in the right spirit, and be ready to rearrange his work on the basis of that criticism.

II. Objectives in Representation in Grade II

By the end of the Second Grade the average child should:

- A. Use drawing as a common means of expression and description.
- B. Make the sides of houses which he draws vertical, and be conscious that the sides of doors and windows should also be vertical. (Rulers should not be used in free expression in illustration.)
- C. Recognize and use in his drawings the simplest differences in skylines, as that of plains, of mountains, etc.
- D. Differentiate in his drawings between the appearance of trees in summer and winter; note the rhythmic growth of branches and the spread of the trunk into the ground.
- E. Know and be able to draw the shapes of the three or four kinds of trees most common in his community. (In this community the evergreen—hemlock and cedar—apple, maple, and weeping willow.)

- F. Continue to draw imaginative trees and animals, and be encouraged to draw such forms.
- G. Be able to represent the human figure in action, as running, jumping, walking, using action lines (stick figures), and contour drawing.
- H. Be able to draw the animal and bird forms most common in his experience, as: chicken, robin, rabbit, turkey, in a way satisfactory to himself. (If this involves definite lessons in how to draw certain of these forms which he uses most in his illustrations, he should be given definite and specific lessons in such drawing.)
- I. Have had some experience in representing still life forms, as: flower and leaf sprays, toys, animals, dolls, etc., in water color, trying more consciously for truer representation than he did in Grade I. (Do not expect too close observation of the object in the primary grades.)
- J. Make the relative proportions of all objects drawn somewhat truer than in Grade I, as: relative proportion of human figure to houses, plant and animal forms in relation to human figure, parts of human figure in relation to each other.
- K. Have many ideas which he wishes to express, and have some ability to choose suitable material for the expression of these ideas in representation; e. g., know fairly well when to use paint, when crayon, or when clay or wood would be the best medium.
- L. Have some knowledge of the correct manner of using crayons in making illustrations, e. g., make strokes in the same general direction—not in a haphazard manner.
- III. *Objectives in Design for Grade II*
By the end of the Second Grade the average child should:
- A. Know, and use in practice, that an object may be made important by (1) being given a central position, by (2) using strong contrasts of dark against light or light against dark, or by (3) using a more brilliant color on the object which he wishes to emphasize. (Subordination.)
- B. Be able to create rhythmic repeats in borders and surface patterns, with results which show better spacing and subordination than those of the first year. (Rhythm.)
- C. Have consciously planned and attempted to arrive at a condition of balance in his illustrations; and have discussed together with the teacher the presence of balance in pictures, clothes, the school-room, etc. (Balance.)
- D. Have felt some need for unity in the assembling of objects in his play houses, in the objects that go into a picture, in the selection of clothing for dolls, etc. (Unity.)
- E. Have had further experience in discussing, and choosing the best spacing in pictures, book covers, etc. Have had *much* further experience in the spacing and grouping of objects in illustrations, booklet covers, and all design work, being allowed a free choice of spacing at all times. (Proportion.)
- F. Have had some experience in the simple planning and making of costumes for dolls and for the stage.
- G. Have continued to improve upon first year's work in ability to mount pictures, etc., and in use of good margins and suitable backgrounds.
- H. Have a definite conception of lettering and writing as a part of the space-filling material on a page; and so be able to use it as a part of the design on a page.
- I. Have improved over first grade work in making, spacing, and cutting of letters.
- J. Use color freely in all work.
- K. Recognize five steps in the values of a color, as: light blue, lighter blue, blue, dark blue, and darker blue.
- L. Know the intermediate colors for either the five or the six-point wheel, as: yellow-red, red-purple, purple-blue, blue-

green, and green-yellow for the five-point wheel, in addition to the 5 (or 6) colors of the previous year.

IV. *Objectives in Construction for Grade II*

By the end of the Second Grade the average child should:

- A. Make better handles, spouts, legs, arms, etc., in clay work than in Grade I.
- B. Be able to use the coil method in making simple pottery forms.
- C. Know simplest facts concerning process of making clay into dishes and bowls and of the sculptor's use of clay.
- D. Know measurements of previous grade and, in addition, one-half inch measurement. Know and use the terms "vertical" and "horizontal."
- E. Know simplest facts concerning processes through which wood passes in being prepared for use in our homes.
- F. Be able to plan, in a simple way, the object which he desires to make in cloth, wood, clay, as well as do free, illustrative construction; that is, be able to make simple patterns.
- G. Have developed a finer feeling than in Grade I regarding fitness to purpose of materials, shapes, sizes, of objects under construction; and have some feeling for the necessity of fitting the decoration to the object decorated.

V. *Objectives in Enjoyment and Appreciation for Grade II*

By the end of the Second Grade the average child should:

- A. Continue to enjoy expressing himself in various mediums.
- B. Appreciate colors in nature forms, including color in feathers of birds, and in the hair and fur of animals.
- C. Have carried his enjoyment of rhythm to wider application in borders, surface patterns, etc., so that he notices examples about him more carefully.
- D. Have added another group of carefully selected pictures to his acquaintance and appreciation.

E. Find enjoyment in the colors of beads, bits of glass, illustrations in books, etc., making choices of color combinations at times, as a means of developing discrimination.

F. Recognize and appreciate to some extent the presence of a problem in spacing and color—an art problem—in his various activities, as: making a store, painting an illustration, building a house, constructing a stage, and appreciate the need of thought and plan.

G. Find enjoyment in the work of his own schoolmates, and of other artists; e. g., in Indian's clay work, a few pieces of sculpture which relate to his interests, works of painters who have shown scenes of the life he is studying. (Latter might be scenes of Holland or of Indian life, as the paintings of Couse.)

(RESULTS FROM THE GROUP CONSIDERING GRADE III)

I. *General Objectives in Grade III*

By the end of the Third Grade the average child should:

- A. Have continued his growth toward independence of thinking in Art fields and have done so because he has had further experience in the observation of his surroundings and in the use of materials for his purposes.
- B. Have become more closely and keenly observant of his surroundings because of his work in Art.
- C. Have continued his growth toward the habit of responsibility for the care of the materials he is using.
- D. Have continued in his ability to control materials up to the limit of his "felt needs."
- E. Enjoy his ability to control materials and techniques better than previously, and take satisfaction in his increased ability in drawing, and in the selecting and arranging of objects.
- F. Receive and give criticism in the right

spirit, and use the criticism received as the basis for the improvement of his own work.

II. Objectives in Representation for Grade III

By the end of the Third Grade the average child should:

- A. Be able to gather from pictures and descriptions considerable material for use in his illustrations.
- B. Continue to use drawing as a common means of expression and description in all of his work.
- C. Have been encouraged to do much work in free illustration including humorous pictures.
- D. Have many ideas which he wishes to express, and know better than in Grade II what materials are most suitable for their expression.
- E. Show in his narrative drawing more expressive characteristics of all the forms used.
- F. Carry his study of correct relative proportions farther than in Grade II, so that he brings it into all his work in representation, as: in drawings of human figure, still life, animal and bird forms, houses.
- G. Have added to his graphic vocabulary of animal and bird forms of the second year, the squirrel, the dog, the bluebird, blackbird, cardinal, and red-headed woodpecker. Be able to draw these from memory, showing general characteristics of forms and particular details as: shape of head, legs, markings on wings, etc.
- H. Be able to make better drawings of the human figure in action than in Grade II; that is, with different attitudes more correctly represented and the action less stiff. (This study will likely involve very definite lessons in how to draw the human figure, as suggested in Sargent and Miller, *How Children Learn to Draw*, p. 155.)
- I. Use line and mass drawings of the human figure, showing front and side views.
- J. Have had some practice in drawing animals, ships, wagons, automobiles, etc., in front, side, and back views.
- K. Have had some conscious practice in drawing the ellipses of barrels, bowls, flowers, etc.
- L. Continue his study of the growth and appearance of the trees common in his experience. Add to his tree vocabulary the pine and wild cherry.
- M. Differentiate between summer and winter landscapes in his drawings.
- N. Continue to draw imaginative trees and imaginative forms of all kinds, as animals, flowers, houses, etc.
- O. Have had some experience in representing the typical landscapes of different countries, e. g., Switzerland, Holland, Norway, a desert.
- P. Have improved in his skill in applying crayons, so that he is able to produce the effects he wishes.
- Q. Know that distance may be shown in illustrations by greyed colors, and use this to some extent in his work in illustration. (For his other ways of showing distance, see First Grade *Representation Objectives F and G.*)

III. Objectives in Design in Grade III

By the end of the Third Grade the average child should:

- A. Use color freely in all work.
- B. In addition to knowledge of color gained during the two previous grades, know bright and dull colors, as bright green, greyed green, bright orange, neutralized orange; and know how a color is neutralized.
- C. Know that a dull color looks brighter next to a grey, i. e., that intensity is a matter of relation and juxtaposition; and have had experience in combining bright and dull colors.

- D. Be able to make pleasing combinations of a color with black and white.
- E. Be able to make single line letters of varying sizes; cut letters better than in Grade II; be continuing to grow in his appreciation of letters as one of the space-filling elements of a page, and in ability to adapt words to fill a specified space in a fine way.
- F. Make better spaced borders and surface patterns by free hand representation of units than in Grade II; and make them more readily. (Rhythm.)
- G. Be able to make simple adaptations of a natural form to decorative uses. (Adaptation.)
- H. Carry First and Second Grade design objectives A more consciously into his Art work, and add to it some appreciation and use of line direction as a means of obtaining emphasis. (Subordination.)
- I. Know that balance in his illustrations, etc., depends on the placing of objects, the use of different sizes, bright and dull colors, contrast in darks and lights, variety in contours; and use this knowledge to some extent in his work. (Balance.)
- J. Have had much experience during the year in the conscious attempt at good spacing. Be allowed freedom of choice, as previously, at all times, and have been given many opportunities to discuss, and choose, the best spacing in pictures, etc. (Proportion.)
- K. Have grown, through practice, beyond his Second Grade work in his desire to unify the elements which make up his various experiences. (The suggestions contained in First and Second Grades *Design Objectives A* may be helpful in securing such unity.) (Unity.)
- L. Have had further experience in designing and making costumes and stage settings; and have been led to feel the need of good spacing, a center of interest, balance, etc., in this phase of his activities.
- M. Mount pictures more neatly than in Grade II, use good margins in his work, and have had further experience in the choice of desirable backgrounds.
- IV. *Objectives in Construction in Grade III*
By the end of the Third Grade the average child should:
- A. Know and use all measurements of the previous grades, and in addition one-fourth inch measurements. Be able to use in his conversation and his construction work the terms *vertical* and *horizontal* learned in the Second Grade and, in addition, the terms *perpendicular* and *parallel*.
- B. Have developed the ability to make simple patterns for his work in construction, i. e., make simple working drawings, but not drawings to scale.
- C. Show better proportions and more vital quality in his modeling of human and animal forms.
- D. Have continued to improve in the making of such parts as spouts, arms, etc., in clay work; and use the coil method better than in Grade II in constructing pottery forms.
- E. Have learned something concerning the simplest processes through which two of the principal raw products pass in being prepared for use in clothing, etc. (In this community the two will likely be chosen from wool, cotton, and silk.)
- F. Know and be able to use very simple looms, and weaving processes, with large wool threads.
- G. Use the saws and hammers with somewhat better control than in Grade II.
- H. Have had some growth over his ability in Grade II in fitting the material, shape, and size of an object under construction to the use of that object; and have developed a finer feeling regarding the fitting of decoration to the object decorated. (Growth in these matters will best come about by means of discussion,

followed by testing of the object, through use, afterwards.)

V. *Objectives in Appreciation in Grade III*

By the end of the Third Grade the average child should:

- A. Continue to enjoy expressing himself in various mediums.
- B. Have added a third group of carefully selected pictures to his acquaintance and appreciation.
- C. Have had some experience in studying pictures from the standpoint of their composition; i. e., from the standpoint of their use of color, their principal lines, their arrangement of objects. (Do not force terms on children at this age, or expect too much understanding of composition. This is a beginning only.)
- D. Have been led to enjoy several fine examples of architecture, sculpture, textiles, and ceramics. (The objects mentioned here may come in connection with his other studies and the child's attention and appreciation directed very easily and naturally to them.)
- E. Recognize and appreciate the presence of an Art problem in certain of his daily activities, and appreciate more fully than previously the need of planning and thought. (Such activities as mounting autumn leaves on a page, painting an illustration, building a bird house, planning a stage setting, designing a costume for a play come under this heading.)
- F. Continue his enjoyments as suggested under objectives in appreciation B and E, Grade II, B and F, Grade I, and add to these some enjoyment of more subtle colors in landscapes and textiles. Continue the discussion and the making of choices of color combinations.
- G. Continue to enjoy border and surface patterns as used in ceramics, textiles, printing.
- H. Have some appreciation of the art activities of one or two certain peoples, as

the Greeks, the Indians. Enjoy the work of his classmates and of other artists.

GRACE MARGARET PALMEP

A COMPILATION OF MASTER PAINTINGS, BOOKS, AND ADDRESSES FOR TEACHERS AND CHILDREN

Master Paintings

GRADE I

*The Rabbit	.....Durer
Madonna in Adoration	.....Correggio
*Head of a Saint Bernard	.....Landseer
*Milking Time	.....Dupre
*Arrival of the Shepherds	.....Lerolle
*Baby Stuart	.....Van Dyck
Age of Innocence	.....Reynolds
The Dauphin, Louis XVII	.....Greuze
*Infant Samuel	.....Reynolds
*Infanta Margarita	.....Velasquez
Madonna of the Diadem	.....Raphael
*The Toilet	.....Cassatt
Madam Le Brun and Daughter	.....LeBrun
Sparrows	.....Laux
Swallows	.....Laux
A Resting Place	.....Laux
Little Foxes	.....Carter
Piper and Nutcrackers	.....Landseer
*Madonna and Child	(sculpture in Bargello, Florence)
	Luca Della Robbia
Highland Music	.....Landseer
*With Grandma	.....Mac Ewen
Bambino (sculpture, Hospital of Innocents, Florence)	.....Andrea Della Robbia
*The Wolf Hound	.....Potter
*Chair Madonna	.....Raphael
*Washerwoman	.....Mauve
Washerwoman	.....Breton
Child Jesus with St. John, Angels, and Lamb	Rubens
Girl with a Muff	.....LeBrun
Granduca Madonna	.....Raphael
Sistine Madonna	.....Raphael
Boy with a Rabbit	.....Raeburn
Flight into Egypt	.....Fra Angelico
Madonna of the Rabbit	.....Titian
*Angel Playing a Lute	.....Fiorentino
*Dignity and Impudence	.....Landseer
Boy with a Sword	.....Monet
Girl with a Dove	.....Greuze
Calling in the Herd	.....Millet

GRADE II

Don Carlos on Horseback	.....Velasquez
Madonna and Child (without lower figures)	Giorgione
The Prayer	.....Chardin
The Oak Tree	.....Dupre
The Washerwoman	.....Daumier
The Angelus	.....Millet
The Laundress	.....Degas
The Annunciation	.....Fra Angelico
The Fool with a Lute (The Jester)	.....Hals
Madonna of the Harpies	.....Del Sarto

*The subjects marked with an asterisk may also be used for kindergarten.