

**The green font describes how the goal is met by using the Leaf Critters® Curriculum.**

### **VISUAL ARTS - Kindergarten**

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

#### **Objectives**

- 1.01 Use immediate environment, including family, home and surroundings, as source of ideas.
- 1.02 Use imagination as a source of ideas.
- 1.03 Understand and follow step-by-step presentation of art activities.
- 1.04 Begin to develop appropriate art vocabulary
- 1.05 Develop symbols for visual expression
- 1.06 Select color according to emotional appeal  
Color the Leaf Critters® any color or colors they desire.
- 1.07 Explore a variety of media  
Use paper for a leaf-rubbing; use clay for a leaf imprinting; use paints, crayons, markers, or pastels to color in the Leaf Critters®.
- 1.08 Create work that does not conform to adult standards of realism.  
Leaf Critters® do not conform to adult standards of realism.
- 1.09 Select artwork they "like the best" and simply explain why.  
Pick the Leaf Critter you like best of the 5 offered and tell why you liked it best.
- 1.10 Illustrate poems, stories and rhymes  
Make your own illustration of seeds, soil, water, sunlight, a gardener, roots, branches, leaves, sap, and/or fruit.
- 1.11 Use all the senses to gain information and awareness about their environment.  
Using real leaves: Look at the leaf, touch it. Is it smooth, rough, supple, dry? Smell it. What does the smell remind you of? Can you hear a leaf? What if it is rustling in the wind? Can you hear it then? Can you hear a dry fall leaf when you step on it? What sound does it make? Taste a leaf (use a mint leaf or a spinach leaf). Do you like the taste? Describe the flavor if possible.
- 1.12 Perhaps find inspiration from a variety of artwork.  
Show some artwork of leaves artists have done over the years. Eg. Monet and the lily pads.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard1)

#### **Objectives**

- 2.01 Become familiar with a limited number of basic art media, techniques and processes which may include:  
Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk  
Cut paper - glue, scissors, folding, bending 3-D - clay, paper, found objects, including wood scraps  
Printmaking - stamps, gadgets, found objects, vegetables, monoprint  
Painting - tempera, watercolors, large brushes, sponges, finger paint  
Ceramics - pinch, coil, found stamps.
- 2.02 Explore media freely.
- 2.03 Develop fine and gross motor control
- 2.04 Utilize entire page when using 2-D materials.
- 2.05 Create a variety of lines, like thick and thin, curved or zigzag, etc.  
Trace leaves. The Sugar maple leaf is smooth but wavy. The Cherry leaf is serrated with a sharply zig-zagging line.
- 2.06 Cut large and small shapes; double layers to produce identical shapes  
Cut out holly leaves and make a wreath.
- 2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.  
Do a leaf imprint onto rolled-out clay.
- 2.08 Create original pictures of self, others, animals and objects.  
Put your own face onto a Sugar maple leaf cut-out and add arms and legs. Now YOU are a Leaf Critter®!
- 2.09 Render own thoughts and feelings visually.
- 2.10 Demonstrate proper use and care of materials and tools.

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

2.11 Use the art room rules for behavior, care and safety of equipment, tools and materials.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

3.01 Name and identify colors.

Tell what colors leaves can be. Tell what colors leaves almost never are (white, black, blue)

3.02 Identify primary and secondary colors.

Use Leaf Critters® - Colors book to reinforce.

3.03 Mix secondary colors

Mix red and yellow paints to make orange and then paint Sassie™

Mix red and blue paints to make purple and color Sweetgum™

Mix blue and yellow paints to make green and paint Douggie Fir™

3.04 Identify different types of lines: straight, crooked, curved, zig-zag, wide and thin.

The veins of certain leaves might be straight, crooked, or curved. The leaf outline of the Sugar Maple is wavy, whereas that of the Cherry is a zig-zag.

3.05 Recognize that lines can be used to define contour of shapes and forms.

3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.

A fall leaf is rough and dry. A springtime leaf is soft and supple. A fir tree's unopened pinecones are bumpy.

3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.

Leaves can be oval, heart-shaped, almost triangular, and many-lobed. A tree's trunk is somewhat cylindrical.

3.08 Recognize some shapes have names; some do not.

The shape of a Red Oak tree leaf does not have a specific name. But a Sassafras leaf can be described as being mitten-like. A Dogwood tree's leaf is oblong. A Redbud leaf is heart-shaped. A Sweetgum is star-shaped.

3.09 Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.

3.10 Use the entire page as part of the composition.

3.11 Use solutions that do not rely on copying or tracing others work.

3.12 Recognize others may view or interpret differently.

3.13 Use his or her own ideas and feelings when creating artwork.

3.14 Respect the work of others when discussing art.

3.15 Explore a variety of materials.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

4.01 Create art depicting self, family, friends, pets, home, school and community.

Draw your favorite tree.

4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.

4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.

Invent your own tree and draw it!

4.04 Find inspiration in the work of other artists from many cultures.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

5.01 Recognize that people in many times and places have made art.

Leaves as a garland for the victor's head. Laurels.

Leaves as a part of Greek and Roman architecture.

Leaves as wreaths.

Trees as Christmas celebrations.

5.02 Recognize that art is created to fulfill personal and/or societal needs or purposes.

5.03 Recognize that an artwork may serve functional purposes.

5.04 Begin to relate to the concept of time personally ("when my grandfather was young"), to famous people ("when George Washington was alive"), and units of time (day, week, years).

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

5.05 Recognize that human beings create art to tell a story about their ideas and lives without words.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Relate important experiences in life to one's own art.
- 6.02 Accept others' work and ideas.
- 6.03 Recognize that no two people are alike; therefore, their artwork should (not) be alike.
- 6.04 Begin to use art vocabulary for discussion.
- 6.05 Begin to describe and explain his or her own art and the art of others in response to guided questions.
- 6.06 Express one's feelings about a specific artwork.
- 6.07 Begin to understand there are varied responses to specific art works

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Make use of commonalities in the subject matter of visual arts and other disciplines.
- 7.02 Begin to realize what each discipline encompasses.
- 7.03 Begin to observe that objects can be handmade or machine made and that both have value.
- 7.04 Use current technology to learn about art and create one's own artwork.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Develop a positive attitude about working with art materials and the art making process.
- 8.02 Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.

If you realize that you love cooking, you can learn how to manipulate naturally occurring materials and create flavorful dishes that please your family and friends. If you know you love to paint, you can make hand-made cards to express love, appreciation, a kind thought, etc.

- 8.03 Begin to differentiate between man-made objects and natural objects.

A leaf is a naturally occurring element in nature; a Leaf Critter is a man-made image based on the leaves that are found in nature. Wood is a natural element that is produced and is from a tree. A chair that is formed from wood is a man-made object. A branch from a vine is a naturally occurring object. A wreath fashioned from a branch is a man-made object. Can the students think of other examples?

**VISUAL ARTS - Grade 1**

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

**Objectives**

- 1.01 Understand the purpose of the activity.
- 1.02 Uses logical sequence to complete an activity.
- 1.03 Develop fluency in use of symbols for visual expression.
- 1.04 Discuss and examine familiar objects and literature to inspire imagery.
- 1.05 Carefully observe and examine the world around them.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

**Objectives**

- 2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers - papermaking and paper weaving.
- 2.02 Use various techniques to create visual effects using texture.

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

- 3.01 Use variety of geometric and organic shapes in creating own work.
- 3.02 Differentiates between geometric and organic shapes.
- 3.03 Recognize that pattern is created by repetition and uses pattern in own artwork.  
*Leaf necklace*
- 3.04 Use a variety of techniques and imagery incorporating pattern and repetition.  
*Victor's garland using two different leaf types. Pattern established by student. History of victor's crown given while children work on their project. Show or read a picture book depicting use of the victor's crown of Ancient Rome or Greece.*
- 3.05 Begin to explore more than one solution during the problem solving process.  
*What happens if you run out of your particular leaf for the pattern. Can a different pattern be established using the leaves that the student is supplied with? Obvious to an adult, but the pattern should be laid out completely before and threading or gluing should occur. Great learning process. Each person must work within his/her means. The cost of a project should be determined before the building of it commences.*
- 3.06 Create visual textures with basic drawing, sculpture and painting tools.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Recognize that an artist's work has certain characteristics that distinguish it from that of others.
- 4.02 Create, discuss and/or write simple stories about one's own artwork.
- 4.03 Produce work that shows attention to detail in one's surroundings.
- 4.04 Use imagination to interpret environments other than one's own

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Recognize that art from other times and cultures does not look the same.
- 5.02 Recognize that artwork from many cultures can be made of material that the student has experienced (wood, stone, paint, etc.)

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Relate important ideas and feelings visually.
- 6.02 Begin to use one's mistakes as part of the creative process.
- 6.03 Recognize that mistakes can be turned into opportunities for creative problem solving.
- 6.04 Show understanding that sometimes artistic endeavors fail because of reasons beyond one's control.
- 6.05 Recognize that the use of art elements by the artist can tell a story, or describe a feeling or mood.
- 6.06 Discuss artwork using the design principle of repetition.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Uses reading, writing and math in the creation of art.
- 7.02 Realize that advances in science and technology affect how things look and how they are done.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Recognize the difference between manmade objects and natural objects.
- 8.02 Begin to understand that man made objects were all designed and made by someone.

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

8.03 Begin to understand that some adults make art just for fun and others make art as a job.

**VISUAL ARTS - Grade 2**

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

**Objectives**

- 1.01 Understand the process involved in using the media.
- 1.02 Plan and organize for creating art.
- 1.03 Develop strategies for imagining and implementing images.
- 1.04 Refine the form of visual symbols to more accurately define concepts.
- 1.05 Recognize that in a world of imagination there is no right or wrong, but that some solutions are better than others.
- 1.06 Use experimentation to find solutions.
- 1.07 Recognize that diverse solutions are preferable to predetermined visual solutions.
- 1.08 Recognize that images from reality and from fantasy may be used to create original art.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

**Objectives**

- 2.01 Become familiar with additional art media, techniques and processes that may include: Cut paper - tape, and Printmaking - styrofoam, water soluble printing ink
- 2.02 Recognize specific media and processes
- 2.03 Express moods and feelings.
- 2.04 Produce visual effects and textures using each media.
- 2.05 Depict self and others in a variety of real and imaginary situations.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

- 3.01 Incorporate a variety of lines in own artwork.
- 3.02 Use a horizon line to organize space.
- 3.03 Discuss how the viewer's eye moves through work of art.
- 3.04 Discuss and use opposites to create variety including big/little, light/dark, smooth/rough, tall/short, few/many.
- 3.05 Identify center of interest (emphasis) in a composition.
- 3.06 Create work which shows more complex organization.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Create, discuss, and/or write about whether the content of their artwork is reality or fantasy.  
*Are the Leaf Critters® real or imaginary? Imaginary, they are a work of pure fiction. However, the basis for their existence is real. Leaves are real and are found on major continents of our world.*
- 4.02 Create fantasy environments.
- 4.03 Begin to recognize that an artist's background and experiences are important in shaping an artist's work. *Ask, if Susan Grewell had grown up 20 miles further east, in New York City and had spent her Saturday's shopping, would she be the same artist she is today? Probably not! Although she would have loved being closer to the great museums there!  
The artist for the Leaf Critters grew up in North America in New Jersey on a one-acre lot with 72 trees on it. She would rake leaves every Saturday throughout the fall with her father and older sister. Did her upbringing impact her view of the world? Yes, she created from what she knew ... leaves and trees.*

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Identify main purpose for an individual artwork.
- 5.02 Identify selected characteristics of art from a particular culture.
- 5.03 Identify selected medium/techniques or processes used for an individual artwork.
- 5.04 Become aware of the ideas of time and history (what came before and after).
- 5.05 Begin to realize that there have been diverse cultures in the world and each culture has produced art.
- 5.06 Recognize selected works of art from various cultures.
- 5.07 Discuss common themes such as families, community life, and beauty.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Begin to understand that the purpose for a work of art affects how a work is made.
- 6.02 Find diversity in art as a natural and positive expression of individuality.
- 6.03 Value art that does not rely on copying or tracing others' work.
- 6.04 Apply knowledge gained from a failure, mistake or accident to help achieve a more successful effort.
- 6.05 Discuss artwork using the design principles of repetition, emphasis, and movement.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objective**

- 7.01 Understand that a major purpose of the arts is the creation of an original work.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Begin to understand different ways people can make a living from creating works of art.
- 8.02 Discuss the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.

**VISUAL ARTS - Grade 3**

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

**Objectives**

- 1.01 Expand the use of appropriate vocabulary.
- 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.
- 1.03 Select color both for emotional appeal and realism.
- 1.04 Respond to positive attention and suggestions from others.
- 1.05 Discuss why one solution is better than another through comparison.
- 1.06 Refine images of self, pets, family, friends, and environment.
- 1.07 Elaborate on an idea or theme.
- 1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual might achieve alone.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

**Objectives**

- 2.01 Expands control and manipulation of the media and tools which may include the following:  
Photography - sun prints

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

Drawing - chalk, fine and broad markers, colored pencils, creates a variety of lines with tip, point and side, computer and software.

Cut paper - papers, found objects, fibers, glue, sharp-edged scissors, curling, scoring and stapling, cutting a variety of single and multiple shapes.

Trace and cut out a leaf.

3-D - paper mache, small hand tools.

Printmaking - cardboard

Painting - liquid acrylics, large and small brushes, computer and software.

See 3.09 below.

Ceramic - coil construction, compound pinch and slab, addition, smoothing, self-created stamps.

Roll out a piece of clay to ¼" thick about 5" in diameter. Place a leaf, right side up onto the clay.

Roll over the leaf. Peel leaf away. Explain that what the student sees in the clay is called an imprint.

Fibers - Knotting, small hand looms for fibers.

2.02 Explore unique properties and potential of materials.

What kind of art forms could you make or do with the following: A leaf? A branch? A piece of wood? Nuts? Seeds? Fruit? Flowers? Activity: Trace a still art rendering (eg. bowl of fruit) onto a piece of wood 8 x 10 x 1/8" using carbon paper. Tape the drawing onto the wood with the carbon paper underneath it and the carbon side facing the wood. Once traced, remove papers. Use Elmers® type glue and fill in the different elements of the still art one at a time. Once an element is filled with glue, have the child use any number of naturally occurring elements to fill the area with. Some favorites are: salt (white), ground pepper (grey), whole peppercorns (black), pepper seeds (red and yellow), mustard seeds (golden), sand (tan), dried beans of any type (split pea - green, kidney – deep red, white navy – cream), popcorn kernels - yellow, grass seed - beige, fennel – light green, rosemary – light green. Allow the child to place or pour the element onto the glued area. Allow the child to remove extra element by tipping the boards slightly or blowing (careful with peppers!). This activity must dry overnight before being taken home or being hung.

Discuss how many of the elements used are actually leaves, seeds borne on branches as part of the fruit of the tree or plant.

2.03 Demonstrate increased fine motor skills.

See 2.02 above.

2.04 Develop familiarity with specific media and processes.

2.05 Interprets actual textures in a variety of media.

See 2.02 above where a variety of textures can be experienced

2.06 Create portraits, still lifes and landscapes from real life observation or memory.

See 2.02 and incorporate a like activity for a landscape or portrait.

2.07 Depict self and others in a variety of real and imaginary situations with increasing detail.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2 )**

**Objectives**

3.01 Explore differences among actual, imaginary and applied texture in discussion and production.

3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.

Using one leaf, do the following: 1) a leaf rubbing using charcoal, crayon, and pastel 2) Pat a leaf with paint and use it as a stamp 3) sculpt the image of the leaf from clay 4) do a painting of the leaf. Have the children describe the similarities and differences between each rendering of the leaf and the leaf itself.

3.03 Identify geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.

3.04 Use a variety of geometric and organic shapes in creating own work.

See 2.02 above.

Art is a positive expression of self.

An object of art evokes an emotional response from those who experience it. Eg. Taking an element from a tree and fashioning into something else brings a tangible experience of that element. It brings a heightened awareness of the element to the artist as he fashions it into the new form. Eg. Make a nut tree for display during the holidays. Materials needed: 8 1/2 x 11" piece of rigid cardboard, stapler, masking tape, hot glue gun, bag of mixed nuts (still in shell). Make a cone out of the cardboard. Staple it together and then tape over the staples. Spray the cone brown or gold or green and let dry. Plug glue gun in and let it get hot. Beginning at the top, place a few drops of glue on one side of a nut and hold in place on the cone until it remains in place. Repeat from the top,

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

working downwards in a full circle around the cone until the entire cone is filled with nuts. Add berries, bows, stars, etc. for further decoration as desired.

3.05 Compare objects in space through relative size and position including such things as: overlapping, foreground, middle ground, background, and amount of detail.

See 3.09 below.

3.06 Develop ability to discuss his or her own work and that of others in terms of art elements.

3.07 Recognize composition is using the elements of art to create an artwork.

3.08 Achieve balance in compositions through use of like or different objects.

3.09 Develop repetition to create pattern in one's own artwork.

Take a leaf and roll paint over it, then place it face down on a sheet of paper. Repeat. To teach how primary colors are mixed to make other colors, choose 3 leaves and dedicate one leaf per bowl of paint. Have children overlap the leaves and experience the blended color. For different texture, use a sponge to pat paint onto each leaf.

3.10 Respect the work of others when critiquing art.

3.11 Consider numerous solutions during the problem-solving process.

3.12 Recognize symmetrical and asymmetrical balance.

Examine different leaves or use the Leaf Critters as an example. Is each of the leaves symmetrical or asymmetrical? What about the flowers? The fruit? The tree itself?

3.13 Mix tints and shades.

See 3.09 above. Use sponges cut out in the shape of leaves for this activity.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

4.01 Write fables and myths with details based on one's own artwork.

4.02 Use knowledge and imagination to interpret environments.

4.03 Interject personal point of view regarding one's own surroundings.

4.04 Interpret freely work by other artists, cultures or time periods to create original art.

4.05 Know, discuss, and/or write about how an artist's background and experiences are important in shaping that artist's work.

See 4.06 below. Ask, if Susan Grewell had grown up 20 miles further east, in New York City and had spent her Saturday's shopping, would she be the same artist she is today? Probably not! Although she would have loved being closer to the great museums there!

4.06 Know, discuss, and/or write about how an artist's environment and time makes one's own work different from that of other artists in other times or places.

Eg. The artist for the Leaf Critters grew up in North America in New Jersey on a one-acre lot with 72 trees on it. She would rake leaves every Saturday throughout the fall with her father and older sister. Did her upbringing impact her view of the world? Yes, she created from what she knew ... leaves and trees.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

5.01 Identify the main purposes for art in a society.

Art is an expression of one's self in context of society and culture.

5.02 Differentiate between decorative and functional purpose in one's own artwork.

A painting is decorative. A pottery dish is functional. Can the students describe other examples? A wood etching is decorative. A house is functional but both are creations.

5.03 Identify specific works of art as belonging to a particular culture, time and place.

5.04 Identify media/techniques and processes used for an individual artwork.

5.05 Understand there have been many different cultures in the world and each culture has produced art.

5.06 Name selected artist.

5.07 Name selected works by an artist.

5.08 Recognize that cultures have different ideas about art.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

- 6.01 Understand that the purpose for a work of art affects how it is made.
- 6.02 Recognize diversity in art as a natural and positive expression of individuality.
- 6.03 Express own ideas and feelings visually and with fluency.
- 6.04 Express what can be learned from a mistake or accident of one's own or others.
- 6.05 Apply knowledge gained from a failure situation to help achieve a more successful effort.
- 6.06 Critique art work using proper art vocabulary.
- 6.07 Express one's own thoughts and feelings about a specific artwork.
- 6.08 Critique artwork in relation to design principles: emphasis, movement, repetition, space, and balance.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Begin to acknowledge similarities among all the arts including vocabulary, concepts, and use of composition.
- 7.02 Discuss how the artwork people produce reflects the times in which they live.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Recognize that people can derive satisfaction from involvement with art.
- 8.02 Understand ways people can make a living from creating works of art.
- 8.03 Understand that people can make a living in art related fields.  
Mural painters, portrait painters, faux wall painters; pottery makers; sculptors; architects

**VISUAL ARTS - Grade 4**

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

**Objectives**

- 1.01 Expand the sense of environment to include global awareness as a source of ideas for imagery.  
The global nature and existence of trees and the variety of them, their leaves, branches, flowers, fruit, wood, etc.
- 1.02 Create work which approaches a higher level of realism.  
Paint, sketch, or pen and ink a leaf that looks life-like.
- 1.03 Depict sequence of events in artwork.  
Draw the different stages of a tree from seed, sapling, to grown tree in spring with blossoms and leaves, summer with fruit, fall with old fruit and changing leaves, and winter with bare branches with or without snow, a fallen tree.
- 1.04 Use complex symbols to fully explore ideas.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

**Objectives**

- 2.01 Know about and correctly use stitchery needles and small hand tools.
- 2.02 Use additional art media, techniques and processes which may include:  
Fibers - stitchery, a variety of fiber weaving techniques, felting and quilting  
Cut paper - complex symmetrical folding and cutting;  
Sculpture - experiments with varied tools including small hand tools.
- 2.03 Increase skills with familiar materials.
- 2.04 Demonstrate one's own thought and feelings visually, using sequential, visual narrative.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

- 3.01 Mix tints, shades and tones.
- 3.02 Differentiate horizontal, vertical, parallel, and diagonal lines.

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

- 3.03 Compare relative positions of objects in space through color intensity and value.
- 3.04 Exercise flexibility when approaching a problem-solving situation.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

- 4.01 Create extended visual narratives based on one's own life and experiences.
- 4.02 Discuss and/or write extended narratives based on one's own art.
- 4.03 Enumerate characteristics of artist's work that distinguish it from others.
- 4.04 Compare work of various artists' styles and cultures.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

- 5.01 Recognize that art can serve more than one purpose and/or function in a given culture.
- 5.02 Make responses that are both knowledge-based and personal (objective and subjective).
- 5.03 Compare works of art from different times and cultures.
- 5.04 Compare works of art from one culture to that from another culture of the same time period.
- 5.05 Recognize an increased selection of works of art and artists.
- 5.06 Discuss themes which are most important to a particular culture.
- 5.07 Recognize that individuals are products of their own culture.
- 5.08 Explores the art and architecture of selected North Carolina artists.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Describe how people's experiences influence the development of specific artworks.
- 6.02 Understand experience varies from individual to individual and from culture to culture.
- 6.03 Critique artwork through the use of design principles: emphasis, movement, repetition, space, balance, and value.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines.
- 7.02 Identify how technology affects how things look and how they are done.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Discuss how some ways of making art are different than in the past but some are the same.
- 8.02 Discuss how there are art related jobs today that did not exist in the past such as photographer, videographer and computer artist.

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

**VISUAL ARTS - Grade 5**

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

**Objectives**

1.01 Use the imagination as a source for symbolic expression.

Draw a personified tree. Use different emotional prompts for a variety of tree-expressions. Eg. John, make yours a happy tree, Laura and Jim, show me an angry tree, I need a volunteer to draw an excited tree, a panicked tree, a tree that thinks its too hot outside, too cold, a sleepy tree. Anyone think they can draw a tree that is sneezing? Coughing? Dizzy? Sick? Tired? Weeping?

1.02 Practice a variety of methods of observation from different points of view to explore spatial relationships.

Using one large sheet of paper, fold the paper in three along the vertical axis. Ask the student to look at a bonsai tree in the room (or other small tree). 1) Have the students place the tree on the floor and draw what they see while looking straight down at the tree. 2) Now place the tree on a desk and have them look at the tree at their chin level and draw that view. 3) Lastly, have the students sit on the floor and look up at the tree and sketch it from that view. If time permits have them draw from a close up (inches away detail of a leaf, eg) and a far-away perspective.

1.03 Use current events as a catalyst for the discussion and production of art.

See 1.02 above and reference Earth Day (April 22<sup>nd</sup>) and the National Arbor Day (last Friday in April).

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

**Objectives**

2.01 Use additional art media, techniques and processes, which may include:

Drawing - charcoal

Printmaking - easy cut, mixed media, collographs

3-D - wire

Photography - pin-hole cameras

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2 )

**Objectives**

3.01 Recognize and apply the elements of art in an aesthetic composition.

3.02 Recognize and apply the design principles used in composition.

3.03 Develop repetition to create unity in one's own work.

3.04 Use variations to create interest in a composition.

3.05 Critique his or her own work and that of others in terms of design principles.

3.06 Recognize the validity of one's feelings and impressions when solving visual problems.

3.07 Recognize the value of intuitive perceptions in the problem-solving process when creating art.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

**Objectives**

4.01 Compare and contrast the work of various artists' styles and cultures.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

**Objectives**

5.01 Begin to recognize that art is the visual record of the history of mankind.

5.02 Identify selected characteristics that make art of a particular culture unique.

5.03 Apply a knowledge of belief systems of selected cultures as reflected in the artwork of those cultures.

5.04 Compare art of one culture to that of another culture or time.

North Carolina Standard Course of Study K – 5 Visual Arts  
Dept. of Public Instruction Goals Met by Leaf Critters® Curriculum

- 5.05 Recognize selected individual style characteristics of an artist.
- 5.06 Compare and contrast selected major artists and artwork.
- 5.07 Demonstrate a sense of history (what came before and after) regarding cultures and works of art.
- 5.08 Recognize there are many universal themes in art throughout history.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

**Objectives**

- 6.01 Respond to questions relating to purpose and appropriateness of works including: Why do you think this artist painted this way? How do the materials the artist used help get across the idea of the artwork?
- 6.02 Critique artwork in relation to design principles: emphasis, movement, repetition, space, balance, value, unity.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

- 7.01 Identify similarities and differences between the visual arts and other disciplines.
- 7.02 Appreciate and speculate about how technology will precipitate additional artistic developments in the future.
- 7.03 Compare current technology to that of the past.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

- 8.01 Examine the choice of art as a profession.
- 8.02 Recognize that art provides an opportunity for life long learning.
- 8.03 Begin to recognize that the creation of art requires creative and critical thinking skills that are used throughout life.