

Art Curriculum: Kindergarten

Unit 1: Introduction, Getting to know the art room and you

Big Idea	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do people describe art when they make or talk about it?	Art has its own vocabulary that people use when making and talking about art.	Identify words commonly used when making and expressing ideas about art.	9.1.3.A , 9.1.3.B , 9.1.3.C

	Topic	Eligible Content/ Standards	Details	Resources
1	Meet the art room	9.1	<ul style="list-style-type: none"> Demonstrate understanding of art room procedure, rules & seating 	Smart board; syllabus
2	Self-portrait	9.1	<ul style="list-style-type: none"> Use the term portrait and demonstrate skills in drawing from observation 	Big Book: (Level 1) Chapman, Laura H. <u>Adventures In Art</u> , Davis Publications, 1998; Smart board

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Unit 2: Seeing & Creating, Art Elements/Principles of Design

Big Idea	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do people describe art when they make or talk about it?	Art has its own vocabulary that people use when making and talking about art.	Identify words commonly used when making and expressing ideas about art.	9.1.3.A , 9.1.3.B , 9.1.3.C

	Topic	Eligible Content/ Standards	Details	Resources
1	Line/ Movement. Making Marks	9.1 9.4	<ul style="list-style-type: none"> • Explore the art form of drawing • Demonstrate an awareness of similarities and differences between lines • Learn that lines can help us understand the structure of objects and environments • Use line to show feelings • Listen to musical recordings and illustrate the music using lines • Learn proper care of markers 	Big Book: (Level 1) Chapman, Laura H. <u>Adventures In Art</u> , Davis Publications, 1998; Smart board; Music; Samson, Anne S. <u>Lines, Spines and Porcupines</u> , Doubleday, 1969.
2	Shape Collage	9.1 9.2 9.3	<ul style="list-style-type: none"> • Identify/ draw basic geometric shapes • Learn procedure for pasting paper • Improve/practice cutting skills • Assemble a shape collage • Identify works by Henri Matisse 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 16-17); Smart board; Niepold, Mil/ Verdu, Jeanyves, <u>Oooh Matisse</u> , Tricycle Press.2007

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3	Drawing the Shape of things	9.1	<ul style="list-style-type: none"> • Identify shapes in art work and environment • Increase awareness of how shapes are used to build images • Use shapes to express ideas 	Dodds, Dayle Ann, <u>The Shape of Things</u> , Turtle Back, 1996; smart board; Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg.52)
4	Printmaking	9.1	<ul style="list-style-type: none"> • Develop and practice hand orientation, placement and spatial skills • Understand and practice the process of making a clear print • show variety in work (color, shape) 	Art technique printmaking poster; Troiano, Joe, <u>The Legend of Spookley The Square Pumpkin</u> , Holiday Hill Farm, 2014.
5	Printmaking/ Patterns	9.1	<ul style="list-style-type: none"> • Develop and practice hand orientation, placement and spatial skills • Understand and practice the process of making a clear print • Create a pattern • Understand and experiment with the idea of repetition • Identify pattern in the environment and how artist's use pattern in their work 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. ; smart board; art technique posters
6	Texture	9.1	<ul style="list-style-type: none"> • Identify texture in the environment • Increases understanding of texture • Describe textures verbally • Use texture in art work • Apply a technique for creating own texture & understand rubbing as a way to record textures • Discuss texture discoveries using descriptive language (bumpy, rough, soft, etc.) 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 32); smart board; rubbing plates

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7	Ways to draw Animals/ An Animal Composition	9.1	<ul style="list-style-type: none">• Practice different approaches to drawing animals• Have the opportunity to explore and make mistakes while learning which approach works best for them• Learn new techniques for drawing animals• Observe characteristics of a particular animal• Confront the challenge of rendering a three dimensional form in two dimensions• Create an animal composition• Show an understanding of space; drawing a background	Plastic animals; Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 66-67 & 68-69); smart board
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Unit 3: Painting/ Experimenting with Color

Big Idea	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do people describe art when they make or talk about it?	Art has its own vocabulary that people use when making and talking about art.	Identify words commonly used when making and expressing ideas about art.	9.1.3.A , 9.1.3.B , 9.1.3.C

	Topic	Eligible Content/ Standards	Details	Resources
1	Meet the paint brush	9.1	<ul style="list-style-type: none"> • Paint a brushstroke composition: • Learn distribution, storage & cleanup procedure • Work independently with paint • Feel and understand that where the brush is held affects the kind of line or mark • Develop a descriptive line/ painting vocabulary 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 18); smart board; painting reproductions
2	Mixing primary colors/ Experimenting with color	9.1	<ul style="list-style-type: none"> • Use the scientific process of making a prediction, doing an experiment, and reflecting on their findings • Use primary colors to mix secondary colors • Increase skills in brush stroke techniques • Describe hues using their own vocabulary 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 72-73); smart board; Color Discovery Tubes
3	Seeing Colors/ Mixing Tints	9.1	<ul style="list-style-type: none"> • Learn about tints • Study the color of a painting in detail • Deepen their understanding of color mixing • Hypothesize ways to make colors lighter • Use the wash, wipe, dry procedure between colors 	Smart board, Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 74).

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4	ROY G BIV	9.1	<ul style="list-style-type: none"> • Learn about a rainbow • Discuss how artists use a color wheel to understand how colors work together • Identify the colors of a rainbow • Learn the procedure for rinsing and wiping the brush between different colors (wash, wipe, dry method) • Apply mixing skills to paint a rainbow 	Smart board; prism; color wheel; Music CD: Percy, Greg, <u>Songs in The Key of Art, vol 1, 2000 (ROY G BIV)</u> ; painting technique poster

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Unit 4: Describe purposes for making art: Painting Skills At Work

Big Idea	EQ	Concept	Competency	Standards
People have expressed experiences and ideas through the arts throughout time and across cultures.	Why do people create art?	People create art for a variety of purposes.	Describe purposes for art-making.	9.1.3.B , 9.1.3.D , 9.1.3.K , 9.2.3.E

	Topic	Eligible Content/ Standards	Details	Resources
1	Celebrations & Painting	9.1 9.2	<ul style="list-style-type: none"> Express experiences, culture, & tradition through art Use painting skills to create a work that shows a celebration (Christmas/ Winter holiday season) Discuss artworks that show or are used in celebrations 	Art reproductions; Smart board
2	Serendipity: Experiments with watercolor	9.1 9.2	<ul style="list-style-type: none"> Follow procedures for wetting paper & paint Study effects of working on wet paper Practice positioning of the hand to use the tip of the brush Understand the unique qualities of watercolor paint and how they differ from tempera paint Understand how to make a color darker or lighter with water Understand how to use and care for painting tools Use painting to create a gift for Mother's Day 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg.22 – 23); smart board

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Unit 6: Costuming and Celebrations

Big Idea	EQ	Concept	Competency	Standards
The arts provide a medium to understand and exchange ideas.	How can art communicate an emotion?	Art can convey emotion.	Make art that conveys an emotion.	9.1.3.E , 9.1.3.H , 9.4.3.D

	Topic	Eligible Content/ Standards	Details	Resources
1	Expressive Masks	9.1 9.4	<ul style="list-style-type: none"> • Use shape and color to express feelings and ideas • Explore functions of masks from various cultures • Describe expressive facial features • Create mask with expressive features • Use mask with movement to convey emotion 	Big Book: (Level 1) Chapman, Laura H. <u>Adventures In Art</u> , Davis Publications, 1998. (pg. 80); Art reproductions; smart board

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Unit 5: Clay/ Sculpture

Big Idea	EQ	Concept	Competency	Standards
There are formal and informal processes used to assess the quality of works in the arts.	How do people decide if an artwork is good?	People make judgments about the quality of artwork.	Articulate opinions about what makes art “good”.	9.3.3.A , 9.3.3.B , 9.3.3.C , 9.3.3.F

	Topic	Eligible Content/ Standards	Details	Resources
1	Clay discoveries	9.1 9.3	<ul style="list-style-type: none"> Learn the effect of touch on clay Learn about the properties of clay by sharing ideas and social interactions as a group Use modeling techniques to express/ reflect their understanding of 3-D forms Invent and use descriptive vocabulary to tell about their interactions with clay Increase awareness of how artists work Strengthen arm, hand and finger muscles Gain awareness of ways to use fingers to show texture in clay 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 38 -41); smart board
2	Animal Sculptures	9.1 9.3	<ul style="list-style-type: none"> Increase skills in working with clay; extend understanding Increase awareness of and experience with three-dimensional forms Create 3-d forms Solve structural problems they encounter Show specific characteristics (texture, detail)) of a particular animal Increase development in verbally describing own work 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 70-71); art reproductions; Technique posters 2 nd day: Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008 pg. 90-91.

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3	Wire Sculpture/ Creating order	9.1 9.3 9.4	<ul style="list-style-type: none"> • See potential in basic or everyday objects (pipe cleaners) • Select and arrange objects using their natural aesthetic preferences • Experiment with different arrangements to create a wire sculpture • Use language of visual arts to explain their creation & articulate opinions about art 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 60); Freeman, Don, <u>Norman The Doorman</u> , Puffin, 1989.

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Unit 7: Architecture; looking at our homes

Big Idea	EQ	Concept	Competency	Standards
Artists use tools and resources as well as their own experiences and skills to create art.	How can many different tools be used to create one artwork?	People use a variety of tools to create art.	Describe the different functions of tools used to make art.	9.1.3.H , 9.1.3.J , 9.1.3.K

	Topic	Eligible Content/ Standards	Details	Resources
1	Seeing shapes/ Drawing our homes	9.1	<ul style="list-style-type: none"> Observe details, similarities and differences of homes Discuss how artists show homes, describe the houses in reproductions Describe their own home Break a common form into its component shape (a form of analytical thinking) Create a drawing of their own home, include detail in drawing Choose from a variety of drawing tools 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 78); smart board; house photographs; “Vincent’s House in Arles” reproduction
2	My house/ Inside Space	9.1	<ul style="list-style-type: none"> Describe different rooms in homes Discuss different rooms shown by artists Create a drawing that shows the details of selected interior spaces in your home Choose from a variety of drawing tools Describe the different functions of the tools. 	“Van Gogh’s Bedroom” reproduction, Big book Level 2 Chapman, Laura H., <u>Adventures In Art</u> , Davis Publications 1998. (pg. 120- 121)
3	Architect	9.1	<ul style="list-style-type: none"> Learn about different kinds of artists Feel like an architect Listen to the story “Roberto The Insect Architect” by Nina Laden Create a “blueprint” that shows a plan or design for a bug building 	Laden, Nina, <u>Roberto The Insect Architect</u> , Chronicle Books, 2000. Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 80); smart board

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Unit 8: Art To Wear				
Big Idea	EQ	Concept	Competency	Standards
Artists use tools and resources as well as their own experiences and skills to create art.	How can many different tools be used to create one artwork?	People use a variety of tools to create art.	Describe the different functions of tools used to make art.	9.1.3.H , 9.1.3.J , 9.1.3.K
	Topic	Eligible Content/ Standards	Details	Resources
1	Sewing/ Practicing stitches	9.1 9.2	<ul style="list-style-type: none"> Learn that sewing has played an important role in every culture Learn how to control a needle and thread Learn to differentiate between front and back of project Use spatial and perceptual skills (following a sequence & predicting the placement of the next stitch) Practice the process of sewing and learn to use the running stitch 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 62-63); smart board; techniques poster
2	Sewing on Burlap/ Using Skills in a New Way	9.1	<ul style="list-style-type: none"> Learn that once you have mastered a skill you can use your imagination to vary it Use hand and mind together to sew See that complex designs can grow from a simple beginning Use stitching to attach a bead Create a design on burlap fabric 	Kindergarten Big Book: Topal, Cathy Weisman, <u>Explorations In Art</u> , Davis Publications, 2008. (pg. 64-65); smart board; techniques poster
3	Hats & Headpieces	9.1 9.2	<ul style="list-style-type: none"> Discuss hats and headpieces shown in artworks Observe traditional art of a cultural group (North American Indians) Create a collage headpiece Choose a variety of tools to make art, describe different function of tools 	Big Book: (Level 1) Chapman, Laura H. <u>Adventures In Art</u> , Davis Publications, 1998. (pg. 70-71); Spinelli, Eileen, <u>Do You Have A Hat?</u> , Simon & Schuster, 2004; smart board; art reproductions; technique posters

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Unit 9: Making Choices About Art

Big Idea	EQ	Concept	Competency	Standards
People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people think about art?	People have opinions about art.	Express opinions about and explain their preferences for different types of artwork.	9.3.3.G , 9.4.3.B

	Topic	Eligible Content/ Standards	Details	Resources
1	The Dot	9.1 9.3 9.4	<ul style="list-style-type: none"> Use the story “The Dot” by Peter H. Reynolds to help students explore the essential question, “How do people think about art?” Create a dot inspired masterpiece Express opinions about art 	Reynolds, Peter H. <u>The Dot</u> , Candlewick, 2003.
2	I Like Art	9.3 9.4	<ul style="list-style-type: none"> Take a gallery walk to observe a variety of famous works Choose favorite works from reproduction cards and explain opinions about preference 	Art reproduction cards

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