

Grade Level: Kindergarten

Visual Arts Curriculum Framework

Artistic Process: Creating

National Core Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Enduring

Understandings

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential

Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with:
- How do objects, places, and design shape lives in communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?



Drawing

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
<p>Create drawings that:</p> <ol style="list-style-type: none"> 1. Experiment with drawing materials such as pencil, crayon, marker, eraser, etc. 2. Create AB patterns using shapes. 3. Introduce line types: Straight, curved, zigzag, and wavy. 4. Introduce geometric shapes: square, rectangle, triangle, and circle. 5. Create a drawing using lines and shapes. 6. Create artwork with primary colors. 7. Introduce horizontal and vertical line. 	<ul style="list-style-type: none"> • Create a drawing using geometric shapes and color it with primary colors: Books "What is round" "What is Square". • Create a drawing using different line types and shapes color with colored pencils. <p>Suggested artist/activity: <i>The Garden by Juan Miro</i>. Explore YouTube animated video</p> <ul style="list-style-type: none"> • Create an ABAB pattern- suggested artist/book • Create a drawing of a turtle inspired by Australian Aboriginal art in marker and decorate the shell with different types of lines and shapes. • Use line and shape to create a drawing of a character from <i>Where the Wild Things Are</i> by Maurice Sendak. <p>Create a Paul Klee inspired portrait of a human or animal using the art elements of line and shape.</p> <p>Suggested Artists: Miro, Australian Aboriginal art, Eric Carle, Paul Gaugin, Piet Mondrian, Vincent Van Gogh, Maurice Sendak, Thomas Hart Benton, Paul Klee</p>	<ul style="list-style-type: none"> • Student can identify a variety of drawing materials. • Students can successfully create an AB pattern. • Student can create a drawing with a variety of line types. • Identify and create basic shapes. • Create a drawing using lines and shapes successfully. • Create a drawing using Primary colors. 		
<p>Vocabulary</p> <p>Circle Color wheel Crayon</p>	<p>Curved Line Marker Oval</p>	<p>Pattern Primary color Rectangle Safety</p>	<p>Shape Square Straight Triangle</p>	<p>Wavy Zigzag</p>



Painting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a painting that demonstrates: <ol style="list-style-type: none"> 1. Use of primary colors. 2. Use of brush. 3. Introduction to secondary colors. 4. Wet-on-dry technique. 5. Crayon resist technique. 	<ul style="list-style-type: none"> • Crayon resist. • Painting shapes/blob technique: book <i>"It Looks Like Spilt Milk"</i> by Charles G Shaw. • Self-portrait paintings with oil pastel/crayon resist. • Concentric Circle painting with primary colors: Kandinsky • Students paint with primary colors and create a color wheel. Use this knowledge to illustrate part of the book <i>"Mouse Paint"</i>, or <i>"Little Red Little Blue."</i> • Students will view and discuss Tinga Tinga paintings from Africa and then create their own watercolor crayon resist paintings of African animals. • Create a tempera painting of sunflowers inspired the painting <i>Still Life: Vase with Fifteen Sunflowers</i> by Vincent Van Gogh 	<ol style="list-style-type: none"> 1. Create a painting with primary colors. 2. Use brushes correctly. 3. Create a painting using wet-on-dry technique. 4. Creates a crayon resist. 5. Create a painting with secondary colors. 		
Vocabulary Brush	Brush stroke Paint	Primary colors Resist	Secondary Tempera	Watercolor Wet-on-dry

Printmaking

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a print demonstrating: <ol style="list-style-type: none"> 1. Rubbing technique. 2. Use stamping/printing to show repetition/ pattern. 	<ul style="list-style-type: none"> • Rubbing of texture. • Mono-print. • Explore the poem, <i>"Star Light, Star Bright"</i>. Explore two ways to create stars- geometric vs. symmetrical Matisse. • Create a pattern using rubber or homemade stamps. • Shoe sole prints: Warhol 	<ol style="list-style-type: none"> 1. Create a rubbing to show texture. 2. Create a stamp or print showing repetition/ pattern. 		
Vocabulary Ink	Pattern Print	Repetition Rub	Stamp Texture	Symmetrical



Ceramics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a ceramics piece that demonstrates: 1. Rolling a ball. 2. Making an imprint. 3. Introduce pinch method.	<ul style="list-style-type: none"> Rolling a pumpkin. Rolling and building a snowman. Stamping or imprinting in clay: step on with shoe, use a rubber stamp or use pasta to make impressions then make necklace. Create a pinch pot with texture. 	1. Create a piece that uses a ball of clay. 2. Create a piece that creates an imprint. 3. Create a pinch pot.
Vocabulary <i>Ball</i>	<i>Clay</i> <i>Kiln</i>	<i>Fire</i> <i>Imprint</i> <i>Pinch</i>

Sculpture

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a 3 Dimensional sculpture that demonstrates: 1. Use of different mediums such as paper, wood, and found objects.	<ul style="list-style-type: none"> Create a sculpture using wood, paper, cornstarch or Styrofoam. Create a city using wood dowel pieces. 	<ul style="list-style-type: none"> Create a 3-dimensional sculpture that demonstrates the use of different mediums.
Vocabulary	<i>3-Dimensional</i>	<i>Found object</i> <i>Sculpture</i>

Mixed Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a mixed media piece that demonstrates: 1. The use of collage method using paper.	<ul style="list-style-type: none"> Use cut or torn pieces to create: Circle, square, triangle collages of Robots, Monsters, Animal faces, Human faces, Shapes, Houses Create a collage landscape of a farm inspired by <i>Wheatfield with Crows</i> by Vincent Van Gogh. 	1. Create a collage using cutting, tearing and gluing.
Vocabulary <i>Collage</i>	<i>Cut</i> <i>Glue</i>	<i>Paper</i> <i>Safety</i> <i>Scissors</i>



Technology/ Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> 1. Identify how technology is used in art. 2. Be exposed to art videos. 3. Interact with a smart board or ENO board. 	<ul style="list-style-type: none"> • Watch an art video. • "Blue's Clues Shapes and Colors." Eric Carle "The Very Hungry Caterpillar" or any others by him. • Draw on a smart board or ENO board. • Power point animations for viewing. 	<ol style="list-style-type: none"> 1. See how technology can make art. 2. Use technology to watch videos. 3. Interact with technology in an art setting.
Vocabulary	Computer	Technology

Artistic Process: Presenting

National Core Arts Standards:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understandings

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservations or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?



Process

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify what a portfolio is and explain the purpose of a portfolio collection.	<ul style="list-style-type: none"> View professional portfolios and discuss the meaning/function of it. View previously created personal artworks and select three favorites to create a portfolio. 	1. Select art objects for a personal portfolio and explain why there were chosen.
Vocabulary	<i>Artwork</i>	<i>Portfolio</i>

Venues

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify an art museum and how it is different from other buildings.	<ul style="list-style-type: none"> Discuss places where art can be found. Museum or Gallery walk. 	1. Verbally describe in his/her own words the function of an art museum.
Vocabulary	<i>Art Gallery</i>	<i>Display</i> <i>Museum</i>

Methods

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify where in school and out of school artwork can be seen.	<ul style="list-style-type: none"> In school art work displayed. Community venue that displays student artwork. Discuss where in a home artworks can be displayed. 	1. Verbally express where artwork can be seen in school, as well as out of school.
Vocabulary	<i>Art Gallery</i>	<i>Museum</i>



Artistic Process: Responding

National Core Arts Standards:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

Essential Questions

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Art Criticism

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Explain reasons for selecting a preferred artwork.	<ul style="list-style-type: none"> • Student presentation of artwork. • Student who is presenting should use correct art vocabulary and descriptive details. 	1. Student verbally presents their preferred artwork to the class and explains why they chose it.
Vocabulary	<i>Presentation</i>	<i>Respectful</i>



Aesthetics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Interpret art by identifying subject matter and describing relevant details.	<ul style="list-style-type: none"> Show different examples of artists work and have students describe it. Compare and Contrast different images. V.T.S. (Visual Thinking Strategies) 	1. Student identifies subject matter in a chosen work of art.
<u>Vocabulary</u>	<i>Details</i>	<i>Subject Matter</i>

Visual Literacy

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> Describe what an image represents. Identify uses of art within one's personal environment. 	<ul style="list-style-type: none"> Provide students with a selection of images and have them choose one to describe in detail. Make a graphic organizer as to where art can be found. 	<ol style="list-style-type: none"> Student will verbally describe what an image represents using correct vocabulary. Student will explain where they see art in their personal environment.
<u>Vocabulary</u>	<i>Environment</i>	<i>Image</i> <i>Personal</i>



Artistic Process: Connecting

National Core Arts Standards:

Anchor Standard 10: Synthesize and relate all knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understandings

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions

- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Personal Connections/Relating

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will create an artwork that tells a story about a life experience.	<ul style="list-style-type: none"> • Create a work of art that describes a personal experience, about the student, the student's family, or an event in their life. • View or create narrative artworks that tell a story with sequencing. • Discuss illustrations. 	1. Student will create a personal work of art about a life experience and share it with a peer or teacher.
Vocabulary	<i>Artwork</i>	<i>Narrative</i> <i>Personal</i>



Observing and Interpreting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will view different types of art and discuss their purpose.	<ul style="list-style-type: none"> Discussions of various artworks: whole group, small group, or peer/teacher share. School or community walks to view different artworks. V.T.S. 	1. Student will verbally discuss artworks with a peer or teacher.
<u>Vocabulary</u> Artwork	Discussion Interpret (think)	Observe (see) V.T.S.

Societal, Cultural and Historical Significance

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will examine artwork from various cultures.	<ul style="list-style-type: none"> V.T.S. (Visual Thinking Strategies) PowerPoint Presentation of a chosen culture and their artwork. Create an artwork inspired by a particular culture. 	1. Student will create an artwork based on a chosen culture, historical time period, or community.
<u>Vocabulary</u>	Culture	History Community

Functions of Art

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Students will begin to explore why people make art.	<ul style="list-style-type: none"> Why do people make artwork? 	1. Identify purpose in art making (verbal).
<u>Vocabulary</u>	Emotion	Feeling Purpose

